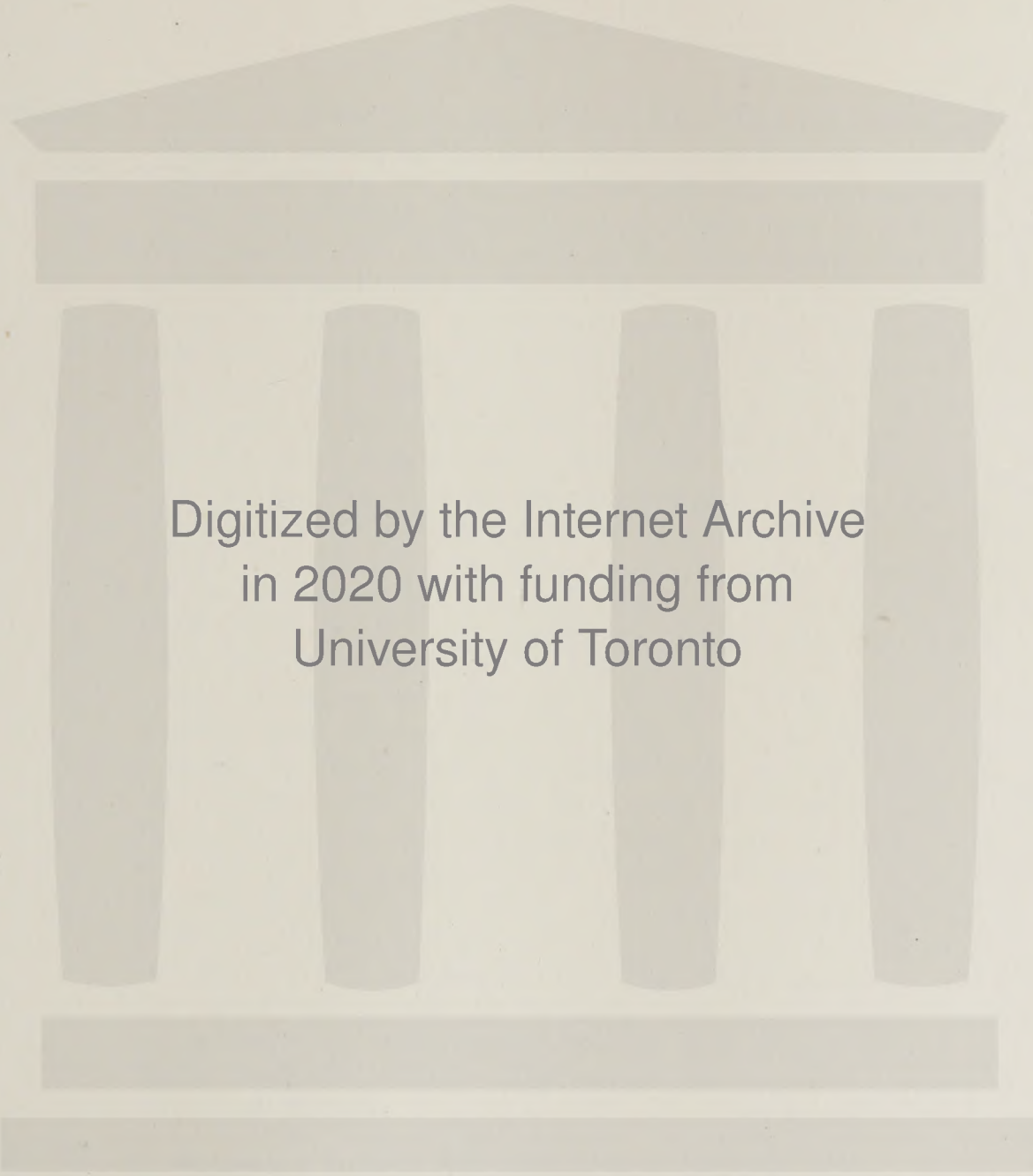


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Department of Education, Ontario

Annual Examinations, 1947

HIGH SCHOOL ENTRANCE

LITERATURE

A

Values

The thrilling sport and hard work of catching seals attracts the most daring spirits from all over Newfoundland. Early in March out from St. John's harbour go the steel vessels forcing their way through the ice floes on their way to the sealing grounds off the north point of Newfoundland. For the next month the seal hunters gather their harvest of valuable skins from the ice fields. The hunters are guided to their quarry by aeroplanes which detect the dark specks on the ice as thick as blackbirds in a field in autumn. The men armed with iron-shod clubs land on the floes and begin the slaughter which sometimes exceeds six thousand seals a day. The seals are of two kinds : the hoods, which spend the summer under the shadow of the glaciers along the west coast of Greenland and the harps, which are at the same time on the opposite Labrador coast. In the autumn, when the ice becomes thick in these regions, they swim south and spend the winter on the Banks of Newfoundland, fattening on the cod.

Seal hunting is alive with dangers. The ice is always moving and carries the ship with it. Sometimes, after the men are on the ice, a fierce blizzard from the north-west blinds the air and drives the ship far away. The men cannot see more than a few feet in front of them and are lost ; a night on the ice is deadly even to these hardy men. Occasionally the ship is pinched between two great masses of ice and crushed like an eggshell, or it springs a leak and sinks to the bottom beneath the ice, leaving the whole crew on drifting ice, hundreds of miles from shore. Yet the trip has a strange fascination for these daring sailors and every spring finds them ready to venture forth again, drawn by the irresistible call of adventure.

2 1. Suggest a suitable title for this selection.

4 2. (a) State two reasons why the sailors are ready to venture forth every year to such hard and dangerous work.

1 (b) At what time of year are seals caught?

2 (c) Where do the seals spend the summer ?

4 (d) Give two reasons why the seals go to the Banks of Newfoundland in the autumn.

[OVER]

Values

2

3. (a) "Seal hunting is alive with dangers."

What two dangers does the writer mention in the second paragraph?

5

(b) In your own words explain how the seals are hunted.

1 + 2

= 3

(c) Of what material are sealing vessels constructed? State two reasons why this material is used.

4. Explain :

(a) daring spirits (line 2);

(b) quarry (line 7);

4 × 2

= 8

(c) strange fascination (lines 27, 28);

(d) irresistible call of adventure (lines 29, 30).

B

A silly young cricket, accustomed to sing
Through the warm, sunny months of gay summer and spring,
Began to complain, when he found that at home
His cupboard was empty and winter was come.

5

Not a crumb to be found
On the snow-covered ground;
Not a flower could he see,
Not a leaf on a tree:

"Oh, what will become," says the cricket, "of me?"

10

At last by starvation and famine made bold,
All dripping with wet and all trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant
Him shelter from rain;

15

A mouthful of grain
He wished only to borrow,
He'd repay it to-morrow:
If not, he must die of starvation and sorrow.

Says the ant to the cricket, "I'm your servant and friend,

20

But we ants never borrow, we ants never lend;
But tell me, dear sir, did you lay nothing by
When the weather was warm?" Said the cricket, "Not I.

25

My heart was so light
That I sang day and night,
For all nature looked gay."
"You sang, sir, you say?"

Go then," said the ant, "and dance winter away."

Thus ending, he hastily lifted the wicket
And out of the door turned the poor little cricket.

30

Though this is a fable, the moral is good:
If you live without work, you must live without food.

- 4 5. Why does the poet call the cricket "silly" (line 1)?
- 3 6. Why does the poet describe summer and spring as "gay" (line 2)?
- 3 7. Give three reasons why the cricket began to complain when winter came.
- 2 8. What did the cricket request of the ant?
- 4 9. Why did the cricket use the words "mouthful" (line 15) and "borrow" (line 16)?
- 3 10. Give in your own words the ant's reply to the cricket.
- 2 11. What reasons did the cricket give for his behaviour during the summer?
- 3 12. Why is the ant described as "miserly" (line 12)?
- 3 13. Why does the poet call this selection a "fable" (line 30)?
- 5 14. In your own words tell what lesson we can learn from this poem.

C

From their hiding place on the island, Tom, Huck Finn, and Indian Joe heard the sounds from shore which proved that their continued absence was causing concern. They felt like heroes in an instant. Here was a gorgeous triumph; they were missed; they were mourned; hearts were breaking on their account; tears were being shed; accusing memories of unkindnesses to these poor lost lads were rising up, and unavailing regrets and remorse were being indulged; and best of all, the departed were the talk of the whole town, and the envy of all the boys, as far as this dazzling notoriety was concerned. This was fine. It was worth while to be a pirate, after all.

As twilight drew on, the ferryboat went back to her accustomed business and the skiffs disappeared. The pirates returned to camp. They were jubilant with vanity over their new grandeur and the illustrious trouble they were making. They caught fish, cooked supper and ate it, and then fell to guessing at what the village was thinking and saying about them; and the pictures they drew of the public distress on their account were gratifying to look upon—from their point of view. But when the shadows of night closed them in, they gradually ceased to talk, and sat gazing into the fire, with their minds evidently wandering elsewhere. The excitement was gone now, and Tom and Joe could not keep back thoughts of certain persons at home who were not enjoying this fine frolic as much as they were. Misgivings came; they grew troubled and unhappy; a sigh or two escaped, unawares. By and by Joe timidly ventured upon a roundabout "feeler" as to how the others might look upon a return to civilization —not right now, but—

[OVER]

Values	Tom withered him with derision ; Huck, being uncommitted as yet, joined in with Tom, and the waverer quickly "explained," and was glad to get out of the scrape with as little taint of chicken-hearted homesickness clinging to his garments as he could. Mutiny was effectually laid to rest for the moment.	
2	15	Who are the pirates in this story ?
1	16.	Where were they in hiding ?
4	17.	What made them feel like heroes ?
4	18.	What signs were there that a search was being made for them ?
4	19.	Tell in your own words how they felt after they had returned to camp and before they had eaten their supper.
4	20.	As night approached, what change took place in the feelings and thoughts of Tom and Joe ?
2	21.	What was Joe's suggestion ?
4	22.	How did Huck and Tom feel about this suggestion ?
	23.	Explain :
4×2 $= 8$	(a)	continued absence was causing concern (line 3);
	(b)	unavailing regrets (line 8);
	(c)	jubilant with vanity over their new grandeur (lines 15, 16);
	(d)	misgivings (line 26).
4	24.	Suggest a suitable title for this selection.

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HIGH SCHOOL ENTRANCE

COMPOSITION AND GRAMMAR

NOTE. *Candidates are advised to allow about one hour and a quarter for each part of this paper.*

Values

PART A

30

1. In about a page (or 200 words) write any *one* of the following :

- (a) a story of a brave deed ;
- (b) the minutes of a club meeting ;
- (c) a description of the main street of an Ontario town or village ;
- (d) an account of the activities on your playground at recess ;
- (e) a plan for a garden ;
- (f) an explanation of how the game of softball is played.

13

2. Write a letter to a friend who is in hospital and to whom you wish to send news of your school.

3. Copy the following sentences, making the necessary changes.

3

(a) My uncle has lived for many years at 350 ontario street winnipeg manitoba.

1

(b) we looked for birds nests all day.

1

(c) Can you drive your fathers car.

2

(d) Father replied its a rough road.

B

4. *Drivers of motor vehicles should proceed carefully at all times. However, when winter arrives the need for caution increases because the roads are slippery. The driver who uses good judgment makes the highways safer for everyone.*

9

(a) From the above paragraph, select *three* subordinate clauses. Tell the kind and relation of each clause selected.

[OVER]

Values

9 (b) From the above paragraph, select *three* phrases. Tell the kind and relation of each phrase selected.

8 5. We may belong to many different communities at the same time. Our homes, our schools, our clubs — all are communities. In each of these communities we live peacefully together because of the rules and understandings which govern our conduct.

Give the part of speech and the relation of each of the underlined words in the above paragraph.

6. Combine each pair of sentences below into one sentence. Tell whether you have written a simple, a compound, or a complex sentence.

3 (a) Toronto is the largest city in Ontario. It is the capital of the province.

3 (b) The children visited their grandmother last summer. She had invited them.

3 (c) Dad went to the game. It was played yesterday.

3 (d) We went to the theatre. We had heard that the play was very good.

3 (e) Most of the boys went swimming. Harry preferred to read a book.

3 7. (a) Write *one* sentence which contains all of the following words:

quickly young through

6 (b) Give the part of speech and the relation of each of these three words as used in the sentence you have written.

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HIGH SCHOOL ENTRANCE

MATHEMATICS

Values

NOTE: *No marks will be given for any part of question 1 unless the answer for the part is correct.*

1. Find the answer for each of the following:

- | | |
|---|--|
| 3 | (a) $8.67 + 99.37 + 7.95 + 85.68 + 2.89 + 33.56$; |
| 3 | (b) $44\frac{1}{4} \times 6\frac{2}{3}$; |
| 3 | (c) 39.37×6.75 ; |
| 3 | (d) $14\frac{1}{4} \div 2\frac{3}{8}$; |
| 3 | (e) $6 \times 2 \times 8 \times \frac{1}{12} \times \frac{1}{1000} \times \$75.00$; |
| 3 | (f) $5967 \div 196.5$ to the nearest hundredth ; |
| 4 | (g) $8.09 - \frac{3}{16}$ (Express the answer in decimal form). |
| 2 | 2. (a) The pupils of a school voted to give 35% of the proceeds of a concert to their Junior Red Cross fund. The proceeds were \$58.00. How much was given to the fund ? |
| 3 | (b) George Fleming made 56 marks out of a possible 70 in a Literature test. What per cent did he make ? |
| 4 | (c) John Adams weighs 114 lb. The average weight for boys of his age and height is 95 lb. Express John's weight as a percentage of the average weight. |
| 4 | (d) Sydney Graham sells magazines on a 20% commission. If his commission for one week was \$2.50, what were his total sales ? |

3. Ernest MacLaren of Boxville, Ontario, owned a house valued at \$8750. He insured it with the Grover Fire Insurance Company for 80% of its value at the rate of 65 cents per \$100 for three years.

[OVER]

Values

5

(a) Find the amount of the premium.

3

(b) Copy the business form illustrated below and show how Mr. MacLaren would complete it when paying the premium.

....., Ont. 19....

THE BANK OF ONTARIO

Pay to the
order of..... \$......

The sum of..... ——— Dollars
100

.....

1

(c) What is the name of this business form ?

4. A grocer bought 5 gross bottles of flavouring extract listed at \$18.00 a gross. He was allowed a discount of 20%.

4

(a) Find the net cost of the extract.

5

(b) If the extract sold at 15 cents a bottle, find the profit on the 5 gross. (Note : 12 dozen = 1 gross)

8

5. The box on a gravel truck is 8 ft. long, 6 ft. wide, and 2.25 ft. high. What will be the cost of *two* level loads of gravel at 15c. per cubic yard for the gravel and \$2.50 a load for delivery ?

6. Tom Morgan's hospital bill was \$226. He used his savings of \$80 to pay part of the bill and borrowed the remainder of the amount from his bank.

8

Find, to the nearest cent, the interest on this loan from February 10 to May 13, 1947, at the rate of $4\frac{1}{2}\%$ per annum.

7. Mr. Brown's salary is \$1900 a year. In his budget he allows $12\frac{1}{2}\%$ for savings.

4

(a) How much savings will he have at the end of the year after meeting from his savings an unexpected expense of \$145.75 ?

Values

2 (b) If you were using a circle graph to illustrate Mr. Brown's budget, how many degrees would be needed for the angle showing the $12\frac{1}{2}\%$ savings?

5 8. (a) A well is covered by a circular concrete platform 6 ft. in diameter. Find the cost of the platform at \$2.10 a sq. yd.

3 (b) Find the circumference of this platform. State your answer in feet.

7 9. A village has a population of 829 and a total assessment of \$695,500. It is required to collect 15 mills on its assessment and, in addition, 55c. a person for health services. What is the total amount of taxes collected?

5 10. (a) Using a scale of $\frac{1}{8}$ inch to the rod, draw a triangle to represent a piece of property whose sides measure 20 rods, 15 rods, and 25 rods.

3 (b) By use of ruler and compasses, bisect the largest angle.

2 (c) Using a protractor, find the number of degrees in each of the remaining angles.

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HIGH SCHOOL ENTRANCE

SPELLING

(Value 50)

[See *The H. S. Entrance Examination, Circular 48*]

NOTE. The Presiding Officer will read each sentence at least three times—the first time, to enable the candidate to grasp the sense; the second, slowly, to enable the candidate to write, **repeating words, if necessary, in order that every candidate may hear distinctly**; the third, for review.

1. The accident occurred on a busy street in Halifax.
2. Two trucks equipped for heavy duty collided during a downpour of rain.
3. The injured men were taken in an ambulance to the nearest hospital.
4. Many children have been ill this year with measles and appendicitis.
5. His nephew was quarantined for two weeks in February.
6. A detective conducted the investigation for the plant superintendent.
7. The fire started in the kitchen of a restaurant and spread to the apartment above.
8. The manufacturer's loss exceeded two thousand dollars, for which he could not obtain compensation.
9. The plane rapidly lost height and crashed.
10. National and provincial parks offer protection to many animals.
11. Under no circumstances leave a fire burning in the woods.
12. The organist chose a familiar hymn for the twentieth competition.
13. Because of faulty apparatus in the gymnasium the popular athlete was seriously injured.
14. All the events of the annual field day were keenly contested.
15. Our principal recommended several new books for the library.

[OVER]

16. Reading is a profitable way to spend one's leisure time.
17. We chose our school sweaters from a catalogue.
18. The secretary of the club is responsible for the correspondence.
19. After we receive our certificates we shall have a holiday.

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HIGH SCHOOL ENTRANCE

LITTERATURE FRANCAISE

Valeur

A

C'était une blême et froide journée de décembre. De lourds nuages rampaient à l'horizon. Un fort vent d'est soufflait sans trêve la tristesse et l'ennui. Je m'étais enfermé dans ma chambre, qui au moins me procurait un peu de chaleur
5 réconfortante.

Soudain, autour de la maison, des exclamations retentissent. Je me précipite, et—mes oreilles en bourdonnent encore, dix ans après—un cri me saisit, me paralyse: "Bijou est noyé!"

J'eus peine à réaliser la terrible vérité. Car c'était bien
10 vrai: à ce moment-là, Bijou roulait, pauvre chose inerte et sans nom, entraîné sous les glaçons de la rivière... Noyé, mon ami de tous les instants, disparu à jamais, et si lamentablement!

Alors qu'une couche de glace trop mince recouvrait la
15 rivière, une main imprudente avait lancé un caillou, et ce brave cœur de Bijou, fidèle à ses habitudes d'intrépidité, s'était d'instinct élancé... Malheureusement, au beau milieu de la rivière, la glace s'était rompue sous son poids, et—ma main tremble en l'écrivant—le meurtrier involontaire dut se résigner
20 à voir lentement disparaître, dans une agonie prolongée, avec des hurlements à fendre l'âme et des visions d'horreur plein ses prunelles dilatées, celui qu'en mon âme et conscience je me plaisais encore à nommer: "Bijou, la perle des chiens!"

—*Marius.*

- 6 1. Racontez en vos propres mots comment Bijou a trouvé la mort.
- 2 2. L'auteur décrit-il un incident arrivé récemment? Justifiez votre réponse.
- 6 3. Citez *six* expressions qui indiquent que l'auteur aimait Bijou.
- 4 4. Décrivez Bijou à l'heure de sa mort.
- 3 5. L'auteur parle d'un "meurtrier involontaire". Expliquez en vos propres mots.

[TOURNEZ]

Valeur 6. Expliquez en vos propres mots les expressions en italiques :

- 14
(2x7)
- (a) une *blême* et froide journée de décembre (ligne 1).
 - (b) de lourds nuages *rampaient* à l'horizon (lignes 1 et 2).
 - (c) un fort vent d'est *soufflait sans trêve la tristesse et l'ennui* (lignes 2 et 3).
 - (d) *un peu de chaleur réconfortante* (lignes 4 et 5).
 - (e) un cri *me saisit, me paralyse* (ligne 8).
 - (f) une main *imprudente* (ligne 15).
 - (g) *Bijou, fidèle à ses habitudes d'intrépidité* (ligne 16).

B

“ Prenez garde, mes fils, côtoyez moins le bord,
Suivez le fond de la rivière ;
Craignez la ligne meurtrière,
Ou l'épervier plus dangereux encor.”

5 C'est ainsi que parlait une carpe de Seine
A de jeunes poissons qui l'écoutaient à peine.
C'était au mois d'avril : les neiges, les glaçons,
Fondus par les zéphyr, descendaient des montagnes ;
Le fleuve, enflé par eux, s'élève à gros bouillons
10 Et déborde dans les campagnes.
“ Ah ! ah ! criaient les carpillons,
Qu'en dis-tu, carpe radoteuse ?
Crains-tu pour nous les hameçons ?
Nous voilà citoyens de la mer orageuse ;
15 Regarde : on ne voit plus que les eaux et le ciel ;
Les arbres sont cachés sous l'onde ;
Nous sommes les maîtres du monde ;
C'est le déluge universel.
— Ne croyez pas cela, répond la vieille mère ;
20 Pour que l'eau se retire, il ne faut qu'un instant,
Ne vous éloignez point, et, de peur d'accident,
Suivez, suivez toujours le fond de la rivière.
— Bah ! disent les poissons, tu répètes toujours
Mêmes discours.
25 Adieu, nous allons voir notre nouveau domaine ! ”
Parlant ainsi, nos étourdis
Sortent tous du lit de la Seine,
Et s'en vont dans les eaux qui couvrent le pays.
Qu'arriva-t-il ? Les eaux se retirèrent,
30 Et les carpillons demeurèrent ;
Bientôt ils furent pris
Et frits.

— *Florian.*

5 7. Décrivez en vos propres mots le lieu au moment où se passe cette scène.

3 8. Quel conseil la carpe donnait-elle aux jeunes poissons ? Pourquoi ?

- 3 9. Que pensaient les jeunes poissons de ce conseil ?
- 4 10. Qu'est-ce qui fait dire aux poissons qu'ils sont
(a) les "citoyens de la mer orageuse" (ligne 14), (b) "les maîtres du monde" (ligne 17) ?
- 3 11. Comment les poissons furent-ils pris ?
- 2 12. Quels défauts avaient ces jeunes poissons ?
- 4 13. Montrez que la leçon qui se dégage de cette fable peut s'appliquer aux êtres humains.
- 10 14. Expliquez en vos propres mots les expressions
(2x5) suivantes :
- (a) côtoyez moins le bord (ligne 1).
- (b) Craignez la ligne meurtrière,
Ou l'épervier plus dangereux encor (lignes 3 et 4).
- (c) carpe radoteuse (ligne 12).
- (d) C'est le déluge universel (ligne 18).
- (e) Et les carpillons demeurèrent (ligne 30).

C

Celui-là partit seul, un jour, vers les coteaux,
Où la forêt poussait, épaisse, insurmontable,
Où surgissait, soudain, la face épouvantable
De l'ours que les chasseurs dardaient de leurs couteaux.

5 Dès l'aube, il se levait, s'en allait dans la brousse,
A travers les buissons se frayant des chemins,
Traversant les ruisseaux, et broyant de ses mains
Le tronc des arbres morts, enveloppés de mousse.

A grands coups, sans relâche, il bûchait jusqu'au soir,
10 Dans l'enchevêtrement des pins à hautes branches,
Qui, vaincus tour à tour, tombaient en avalanches ;
Puis, dans l'ombre, il soupait d'un morceau de pain noir !

Orgueilleux de sa force, enivré de sa peine,
Dès que son fer, creusant des trous dans la forêt,
15 Ouvrait une éclaircie où tout l'azur rentrait,
Ses grands yeux s'emplissaient d'une flamme soudaine ! . . .

Lorsqu'enfin, dans la brèche, après un dur labour,
Et des feux d'abattis qui rougirent la nue,
Une plaine surgit, claire, vivante et nue,
20 Il étendit sur elle un long regard d'amour ! . . .

Et plus tard, quand les blés que, d'un geste suprême,
Sa large main semait, dans le creux des sillons,
Lorsqu'enfin les blés mûrs jetèrent leurs rayons,
Un sourire infini baigna sa face blême ! . . .

— *Blanche Lamontagne.*

[TOURNEZ]

Valeur

- | | |
|---|---|
| 3 | 15. Suggérez un titre qui convient à ce poème. |
| 6 | 16. Résumez en vos propres mots le travail de cet homme. |
| 6 | 17. Indiquez <i>six</i> expressions qui font ressortir la dureté de son travail. |
| 3 | 18. Écrivez <i>trois</i> vers qui montrent la joie que l'homme éprouve après avoir fait ce travail pénible. |
| 3 | 19. Mentionnez <i>trois</i> qualités dominantes qu'on admire chez cet homme. |
| | 20. Expliquez en vos propres mots les expressions en italiques: |
| 1 | (a) Où la forêt poussait, épaisse, <i>insurmontable</i> (ligne 2). |
| 1 | (b) <i>Dès l'aube</i> , il se levait. . . . (ligne 5). |
| 2 | (c) <i>Dans l'enchevêtrement des pins à hautes branches,</i>
<i>Qui, vaincus tour à tour, tombaient en avalanches</i> (lignes 10 et 11). |
| 2 | (d) <i>Dès que son fer, creusant des trous dans la forêt,</i>
<i>Ouvrait une éclaircie où tout l'azur rentrait</i> (lignes 14 et 15). |
| 2 | (e) <i>des feux d'abattis qui rougirent la nue</i> (ligne 18). |
| 2 | (f) <i>Lorsqu'enfin les blés mûrs jetèrent leurs rayons</i> (ligne 23). |

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HIGH SCHOOL ENTRANCE

GRAMMAIRE FRANCAISE

Valeur

1. (a) Si j'avais su *que mon ami fût discret*, je *lui* aurais dit *ce que vous m'avez raconté*.

(b) Quand je vis venir l'auto *dont* le chauffeur *accélérait* la vitesse, la *peur* que je me ferais écraser s'empara de moi.

18 (i) Écrivez les propositions subordonnées contenues dans les deux passages ci-dessus et indiquez la nature et la fonction de chacune d'elles.

20 (ii) Analysez les mots en italiques.

20 2. Récrivez ce paragraphe en faisant tous les accords nécessaires :

Les maison, spacieux et rond, sont construit avec des poteau revêtu en dehors et en dedans de terre battu ; leurs toits élevé sont formé de bardeau de chêne et couvert de chaume ou de paille haché et pétri dans l'argile. Des table en bois, des peau de bête servant de lits, de siège et de tapis sont à peu près tout les meuble de ces demeure vaste et nu. Parfois des vase d'argent contrastant avec cet simplicité révéler (ind. prés.) la richesse minéral du pays. Cet richesse apparaît (ind. prés.) bien mieux encore au cou et au doigt de la femme. Les collier, les anneau d'or étinceler (ind. prés.) chez les guerrier de renom. Leur blouse fait de laine épais ou léger sont bariolé de carreau aux vives couleur ou semé de paillette éclatant.

6 3. Mettez les signes de ponctuation requis :

(a) Vous achèterez des pommes des poires des pêches et des prunes.

(b) Charles demanda à Henri pourquoi ne m'as-tu pas appelé.

[TOURNEZ]

- (c) Je vous ai dit répondit Léon que votre frère ne viendrait pas.
 (d) Misérable vous avez l'audace de me parler ainsi.

12

4. Écrivez la forme du verbe demandée :

(a) Il faut que tu *vaincre* tes défauts et que tu *obéir* à tes parents.

(b) Quand nous allions à l'école, nous *étudier* nos leçons, nous *résoudre* nos problèmes et nous *employer* bien notre temps.

(c) Demain, vous *jeter* cette lettre à la poste. Puis, vous *aller* au marché où vous *acheter* des pommes.

(d) Maintenant, nous *apprendre* (prés. de l'ind.) nos leçons, nous ne *déranger* pas nos voisins, nous nous *conduire* bien, nous ne *craindre* pas le maître.

12

5. Faites accorder les participes passés, s'il y a lieu, et citez la règle qui régit chaque accord :

(a) La fillette à laquelle ma soeur a *confié* le secret l'a *trompé*.

(b) Que sont *devenu* tous les exercices soigneusement *corrigé* l'an dernier ?

(c) Dès que mes tantes furent *sorti*, je mangeai les deux oranges qu'elles m'avaient *donné*.

6

6. Remplacez les points par un pronom relatif :

(a) Les enfants vous avez remis l'argent l'ont dépensé.

(b) La dame vous avez trouvé le portemonnaie s'est montrée très reconnaissante.

(c) Jeanne Rita a succédé comme secrétaire faisait son travail consciencieusement.

6

7. Récrivez chaque phrase en remplaçant les expressions en italiques par des pronoms :

(a) J'ai donné *le livre* à *ma soeur*.

(b) Donnez *du gâteau* à *votre frère*.

(c) Donnez-moi *les crayons*.

(d) Donnez-moi *du beurre*.

(e) Donnez *la balle* à *vos amis*.

(f) Donnez *du bonbon* à *vos soeurs*.

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HIGH SCHOOL ENTRANCE

COMPOSITION FRANCAISE

Valeur

60

1. Écrivez une composition d'environ 200 mots sur l'un des sujets suivants :

(a) C'est l'anniversaire de naissance de votre grand'mère. Composez une adresse, au nom de la famille.

(b) Une excursion de pêche avec votre papa et votre grand frère.

(c) Une visite avec votre instituteur (ou institutrice) et les autres élèves de la classe à un centre d'affaires de votre région (garage, magasin, scierie, etc.).

(d) A l'occasion de votre fête, on vous a donné une bicyclette. Racontez vos impressions avant, pendant et après la fête.

(e) Vous travaillez avec tous les élèves de la classe à l'embellissement de la cour de l'école (arbres, fleurs, etc.).

(f) "Rien ne sert de courir, il faut partir à point" (Lafontaine). Racontez une histoire qui montre la vérité de ce proverbe.

2. Dans les phrases suivantes remplacez le mot *chose* par un des mots suivants : *substance*, *don*, *obstacle*, *défaut*, *œuvre*. Faites les accords nécessaires.

- | | |
|---|---|
| 2 | (a) Une seule <i>chose</i> l'arrête. |
| 2 | (b) Ce monument est une <i>chose</i> remarquable. |
| 2 | (c) L'amiante est une <i>chose</i> incombustible. |
| 2 | (d) La jalousie est une <i>chose</i> bien vilaine. |
| 2 | (e) Une bonne mémoire est une <i>chose</i> précieuse. |

[TOURNEZ]

3. Écrivez une lettre d'une quinzaine de lignes sur l'un des sujets suivants :

(a) Votre maman est allée au loin rendre service à une de ses soeurs. Elle est absente depuis deux semaines. Racontez ce qui s'est passé pendant son absence.

OU

(b) Hier, c'était jour d'examen dans votre classe. Votre voisin (e) de classe était malade et absent (e). Écrivez-lui pour lui exprimer votre peine de le (la) voir malade et racontez-lui vos impressions.

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HIGH SCHOOL ENTRANCE

ORTHOGRAPHE

NOTE 1. The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY; the third, for review.

NOTE 2. The Presiding Officer will tell the candidates the punctuation.
(*Value 50*)

[*See The High School Entrance Examination, Circular 48*]

A

La plus grande partie du papier commun employé aujourd'hui provient du bois. On enlève l'écorce de celui-ci, puis des machines le coupent, le divisent et le réduisent en une sorte de bouillie ou de pâte très délayée. Cette pâte, blanchie par divers procédés, devient comme du lait. On la fait ensuite couler sur des toiles métalliques légèrement chauffées, où elle s'étend en couches minces et s'égoutte un peu. Puis, elle passe entre des rouleaux chauffés également, qui la pressent, l'égalisent et achèvent de la sécher. Enfin, elle sort sous forme de papier uni. Le bois le plus utilisé pour la fabrication du papier est l'épinette, très répandue au Canada. On utilise aussi les chiffons pour fabriquer du papier. Le travail de préparation dans ce dernier cas varie un peu du premier. Il faut d'abord trier et classer les chiffons. On ôte ensuite tout ce qui est étranger : boutons, agrafes, boucles, etc. Des machines les secouent fortement afin de les débarrasser de toute poussière dont ils sont chargés. Des laveuses mécaniques font disparaître toutes les saletés qui pourraient se déteindre. Les opérations subséquentes sont les mêmes que pour le bois.

B

1. L'homme sobre évite l'excès dans le boire et le manger et garde un juste milieu en tout.

2. Les racines de l'érable s'étendent pareilles à de volumineux serpents entrelacés.

3. Deux mouches se jettent étourdiment dans une toile qu'une araignée avait tissée dans un coin d'une chambre.

4. En mil neuf cent trente-quatre, on érigea une grande croix de granit à Gaspé pour commémorer la découverte du Canada.

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UPPER SCHOOL (GRADE XIII)

ENGLISH COMPOSITION

NOTE. *The candidate shall not use in his composition any name which might indicate his examination centre.*

1. Write an essay of a page and a half to two pages in length (about 250 to 350 words) on *one* of the following topics.

- (a) A general store in the country.
- (b) A journey in an arm-chair.
(An imaginary trip abroad based on your reading.)
- (c) The family car and I.
- (d) Photography for the amateur.
- (e) Why I believe in democracy.
- (f) How to prepare for a camping trip.
- (g) An immigration policy for Canada.

2. Define, and use correctly in sentences which bring out the meaning, any *five* of the following words: *indomitable, gregarious, antipathy, opulence, imply, incredulous, repletion, portentous, peremptory, insidious.*

3. Give the substance of the following passage, reducing it to about a third of its present length, that is, to not more than 150 words. Your version should be neatly written and connected in thought. It should contain the essential points of the original.

The second charm of American life is one which some Europeans will smile at. It is social equality. To many Europeans—to Germans, let us say, or Englishmen—the word equality has an odious sound. It suggests a dirty fellow in a blouse elbowing his betters in a crowd, or an ill-conditioned villager shaking his fist at the parson and the squire; or, at any rate,

[OVER]

it suggests obtrusiveness and bad manners. The exact contrary is the truth. Equality improves manners, for it strengthens the basis of all good manners, respect for other men and women simply as men and women, irrespective of their station in life. Probably the assertion of social equality was one of the causes which injured American manners forty years ago. That they were then bad among townsfolk can hardly be doubted in face of the testimony, not merely of sharp tongues like Mrs. Trollope's, but of calm observers like Sir Charles Lyell and sympathetic observers like Richard Cobden. In those days there was an obtrusive self-assertiveness among the less refined classes, especially towards those who, coming from the Old World, were assumed to come in a patronizing spirit. Now, however, social equality has grown so naturally out of the circumstances of the country, has been so long established, and is so ungrudgingly admitted, that all excuse for obtrusiveness has disappeared. People meet on a simple and natural footing, with more frankness and ease than is possible in countries where every one is either looking up or looking down. There is no servility on the part of the humbler, and if now and then a little of the "I am as good as you" rudeness be perceptible, it is almost sure to proceed from a recent immigrant, to whom the attitude of simple equality has not yet become familiar as the evidently proper attitude of one man to another. There is no condescension on the part of the more highly placed, nor is there even that sort of scrupulously polite coldness which one might think they would adopt in order to protect their dignity. They have no cause to fear for their dignity, so long as they do not themselves forget it. And the fact that your shoemaker or your factory hand addresses you as an equal does not prevent him from respecting, and showing his respect for, all such superiority as your birth or education or eminence in any line of life may entitle you to receive.

James Bryce : *The American Commonwealth*. (1889)

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UPPER SCHOOL (GRADE XIII)

ENGLISH LITERATURE

NOTE 1. *After the name of the subject on the outside of the envelope, the candidate shall insert the name of the play by Shakespeare referred to in his answers to questions 1 and 2.*

NOTE 2. *The candidate will note that options are allowed in questions 4 and 8.*

1. Describe the character of *one* leading person in the play by Shakespeare which you have studied and, using definite references to the play, show by what means this person's character is revealed.

2. From the play by Shakespeare which you have studied select a passage that has special merit as poetry. Name and illustrate by references to the passage the qualities of good poetry that it reveals.

(NOTE : *The passage selected should not be unduly brief. It should be clearly identified, but need not be reproduced in full.*)

3. Explain the meaning of the italicized words in each of the following passages and show the connection of each passage with the poem from which it is taken :

(a) He who, though thus *endued* as with a sense
And faculty for storm and turbulence,
Is yet a soul whose *master-bias* leans
To homefelt pleasures and to gentle scenes.

(b) The *sequel* of today *unsolders* all
The goodliest fellowship of famous knights
Whereof this world holds record.

4. Mention *three* chief ways by which suspense is heightened in *Sohrab and Rustum* as the events proceed to their climax. Illustrate your answer by definite references to the poem.

OR

Identify *any two* examples of figurative language in *Sohrab and Rustum* and show definitely how each contributes to the effectiveness of the passage in which it is found.

[OVER]

5. Compare any *two* of the following poems with regard to theme, diction, and effect upon the reader: *Caller Herrin'* (Lady Nairne); *Cavalier* (Masefield); *An Elegy on the Death of a Mad Dog* (Goldsmith).

6. Point out and illustrate the distinctive merits of *one* of the following poems: *Père Lalemant* (Marjorie Pickthall); *The Potato Harvest* (Roberts); *To Autumn* (Keats).

7. In EITHER *The Essence of a Man* OR *The Doll's House* show how the theme is logically developed and how a definite structural plan is followed. Illustrate your answer by references to the short story selected.

8. Show by what means Jane Austen makes any important character in *Pride and Prejudice* interesting to the reader.

OR

Select an event (or a situation) in the novel *Maria Chapdelaine* which you consider especially noteworthy and show how the author has presented it effectively.

9.

PIANO

Softly, in the dusk, a woman is singing to me ;
Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the
 tingling strings
And pressing the small, poised feet of a mother who smiles
 as she sings.

5 In spite of myself, the insidious mastery of song
Betrays me back, till the heart of me weeps to belong
To the old Sunday evenings at home, with winter outside
And hymns in the cosy parlour, the tinkling piano our
 guide.

10 So now it is vain for the singer to burst into clamour
With the great black piano *appassionato*. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child
 for the past.

— D. H. Lawrence.

(a) What two experiences are described in this poem and how are they related to each other ?

(b) Illustrate the use of descriptive details to convey the poet's emotion to the reader.

(c) Explain :

“ the insidious mastery of song
Betrays me back.” (ll. 5, 6.)

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UPPER SCHOOL (GRADE XIII)

HISTORY

NOTE: *FIVE* questions constitute a full paper. At least one question must be chosen from each Part.

PART A

1. Explain the advantages and the disadvantages of the mercantile system in the English colonies and show how it led to the American Revolution.
2. Show how the Latin-American revolutions differed from the American Revolution in their causes and results.

PART B

3. Contrast the views of Alexander Hamilton and of Thomas Jefferson with respect to political, economic, and social democracy.
4. Trace and account for the growth of slavery in the United States from the time of the invention of the cotton gin, 1793, up to and including the Compromise of 1850.

PART C

5. Explain the causes of unrest in British North America in the period preceding Confederation under the following headings:
 - (a) the problem of trade;
 - (b) the problem of defence;
 - (c) the problem of political deadlock.
6. Describe the expansion of the Dominion of Canada from the end of the depression of 1893 to the organization of the Canadian National Railways, 1923, under the following headings:
 - (a) the settlement of the western prairies;
 - (b) the building of the railways;
 - (c) the development of foreign trade.

[OVER]

PART D

7. Show how new developments in manufacturing and transportation changed the manner of living between 1900 and 1939.

8. Describe the origin of the New Deal and the chief economic and social changes which it brought about.

9. State the aims and describe the results of the Five Year Plans in Russia.

10. Explain the origin and state the main objectives of the United Nations.

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UPPER SCHOOL (GRADE XIII)

ALGEBRA

NOTE. *A book of mathematical tables and a supply of squared paper may be obtained from the Presiding Officer.*

1. The third term of an arithmetic progression is 9 and the seventh term is 17; find the sum of the first 15 terms.

2. Find the first *three* terms in the expansion, in ascending powers of x , of

$$\left(\frac{\sqrt{1-2x}}{3+x} \right)^3.$$

3. (a) State, without proof, the formula for the sum to n terms of a geometric progression whose first term is a and whose common ratio is r .

(b) From the formula of (a), derive an expression for the sum of an infinite geometric progression whose common ratio lies between -1 and $+1$.

(c) Express the repeating decimal $0.\dot{1}\dot{2}$ as the sum of 0.1 and an infinite geometric progression. Thence show that

$$0.\dot{1}\dot{2} = \frac{11}{90}.$$

4. (a) Construct a graph of the function

$$f(x) = x^2 + 2x - 3$$

for the range $-4 \leq x \leq 2$.

(b) If $f(x)$ is the function of part (a), show that

$$f(-2-x) = f(x)$$

for all values of x . What property of the graph is implied by this equation?

(c) By a method independent of the graph, find the minimum value of $x^2 + 2x - 3$.

[OVER]

5. (a) Has the equation $x^8 + x^2 + 1 = 0$ a real root? Justify your answer.

(b) If two polynomials of the n th degree in x are equal for $n+1$ distinct values of x , what conclusion can be drawn concerning the coefficients of the two polynomials?

6. (a) The total population of Canada increased by 45% during the period 1911-1931. If the urban population increased by 70% and the rural population by 23% during the period, find the ratio of the urban population to the rural population in 1911.

(b) If the rural population in 1931 is taken to be 4.80 millions, calculate from your answer to part (a) the total population in that year.

7. In how many ways can 5 keys be put on a plain key ring (a) if the keys are all different, (b) if two of them are identical and the rest different?

8. (a) Assuming the formula for ${}_nC_r$, prove that

$${}_nC_r + {}_nC_{r-1} = {}_{n+1}C_r.$$

(b) When r objects are chosen from $n+1$ different objects, a specified one of the objects may be either included or excluded. From this fact, construct a second proof of the equation in part (a).

9. Solve the system of equations

$$xy + yz + zx = -4,$$

$$y + z - yz = 4,$$

$$x - y - z = 3.$$

10. A \$100 bond bears semi-annual coupons of \$2.75 each, the first due in six months.

(a) Assuming that the bond matures in n years, find an expression for its present value at 5% per annum compounded half-yearly.

(b) From the tables find the value of n which corresponds to a present value of \$104.47.

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UPPER SCHOOL (GRADE XIII)

GEOMETRY

NOTE. *Squared paper may be obtained, if desired, from the Presiding Officer.*

1. The vertices of a triangle are (x_1, y_1) , (x_2, y_2) , and (x_3, y_3) . Develop a formula for its area.

2. Write the equation $3x - 4y + 25 = 0$ in the form

$$(a) \quad \frac{x}{a} + \frac{y}{b} = 1,$$

$$(b) \quad y = mx + r\sqrt{1 + m^2}.$$

3. A square lying entirely in the second quadrant has that part of the line $3x - 4y + 24 = 0$ which is cut off by the coordinate axes as one of its sides. Find the coordinates of the vertex with the largest ordinate.

4. (a) Prove analytically that the angle in a semi-circle is a right angle.

(b) Find the equation of the circle having the line joining $(-3, 5)$ and $(5, -1)$ as a diameter.

5. With respect to the circle

$$x^2 + y^2 + 2gx + 2fy + c = 0,$$

state with reasons what is implied by each of the following conditions:

$$(a) \quad c = 0;$$

$$(b) \quad g^2 + f^2 - c = 4;$$

$$(c) \quad g^2 + f^2 = 1.$$

6. (a) Define the parabola and obtain its equation in the form $y^2 = 4ax$.

(b) A tangent with positive slope is drawn from the point $(-8, 2)$ to the parabola $y^2 = 12x$. Find the equation of the tangent and the coordinates of its point of contact.

[OVER]

7. (a) Find the equation of the tangent at the point (x_1, y_1) on the ellipse

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1.$$

(b) A tangent is drawn to the ellipse

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1 \quad (a > b)$$

and another to the circle on its minor axis as diameter. If the two points of contact have equal ordinates (different from zero), prove that these tangents meet on the y -axis.

8. (a) Find the equation of the ellipse of eccentricity $\frac{1}{2}$ that has the same foci as $9x^2 - 16y^2 + 144 = 0$.

(b) Given the ellipse

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1,$$

find the equation of the diameter bisecting chords with slope m .

9. (a) From any point P on the hyperbola $2x^2 - 3y^2 = 5$, perpendiculars are drawn to its asymptotes. Prove that the product of the lengths of these perpendiculars is constant for all positions of P .

(b) Using diagrams to illustrate your answers, describe the loci represented by the following equations :

- (i) $xy = 1$;
- (ii) $xy = 0$;
- (iii) $xy = -1$.

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UPPER SCHOOL (GRADE XIII)

TRIGONOMETRY AND STATICS

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. (a) The secant of an angle A of the third quadrant is $-\frac{25}{7}$.

(i) Without using tables find the values of the other five trigonometric ratios of A .

(ii) Using tables find the angle A in degrees and minutes.

(b) Express 0.42739 radians in degrees and minutes.

$$(\pi = 3.1416)$$

2. (a) Express $\frac{\tan x}{\sec x - 1} + \frac{\tan x}{\sec x + 1}$ in terms of $\sin x$.

(b) Find formulas for *all* values of the angle x which satisfy the equation

$$\sin 8x + \sin 2x = 0.$$

(c) List *all* the angles in your answer to part (b) which lie between $-\pi$ radians and $+\pi$ radians.

3. (a) If A , B , and $A - B$ are positive acute angles, obtain from a diagram the formula expressing $\cos (A - B)$ in terms of the sines and cosines of A and B .

(b) Without using tables, find the value of (i) $\tan 15^\circ$,
(ii) $\tan 67^\circ 30'$.

4. (a) Establish the formula $\sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}$.

(b) Show that the product of the radii of the circumscribed, the inscribed, and the three escribed circles of any triangle is $\frac{abc}{4} \Delta$, where Δ is the area of the triangle.

[OVER]

5. (a) The volume of a given sphere is 2.493 cubic inches. Use logarithms to compute its radius. ($V = \frac{4}{3} \pi r^3$)

(b) In a triangle $b = 7946$, $c = 2573$, and $A = 75^\circ 38'$. With the aid of logarithms and a suitable formula (*not the cosine formula*) find the remaining angles B and C , each to the nearest minute.

(c) Check your answers to part (b) by using the sine rule.

6. (a) Define the terms *angle of friction* and *coefficient of friction*.

(b) A load weighing 340 pounds rests on a ramp which makes with the horizontal an angle θ where $\tan \theta = \frac{8}{15}$. Find the *difference* between the force necessary to pull the load up the ramp and that necessary to pull it down the ramp if the coefficient of friction between the load and the ramp is $\frac{2}{3}$.

7. (a) State conditions necessary and sufficient for the equilibrium of n coplanar forces.

(b) A uniform ladder, 40 feet long, of mass 180 pounds, rests, without slipping, with one end on the ground and the other end against a smooth vertical wall. If the inclination of the ladder to the horizontal is 60° , find the pressure of the wall and of the ground on the ladder.

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UPPER SCHOOL (GRADE XIII)

PROBLEMS

(To be taken by candidates writing for certain University Scholarships involving Mathematics)

NOTE 1. *A supply of squared paper and a book of mathematical tables may be obtained from the Presiding Officer.*

NOTE 2. *Ten questions constitute a full paper.*

1. Solve the system of equations

$$x^2 - (y - z)^2 = a^2,$$

$$y^2 - (z - x)^2 = b^2,$$

$$z^2 - (x - y)^2 = c^2,$$

in which a, b, c are constants different from zero.

2. A candidate at an examination writes four papers. If the maximum number of marks obtainable on each paper is m , show that the number of ways of obtaining a total of $2m$ marks is $\frac{1}{3}(m+1)(2m^2+4m+3)$.

3. If a polynomial $f(x)$ is divided by

$$(x-a)(x-b)(x-c),$$

where a, b, c are all different, prove that the remainder is given by

$$\frac{(x-b)(x-c)}{(a-b)(a-c)}f(a) + \frac{(x-c)(x-a)}{(b-c)(b-a)}f(b) + \frac{(x-a)(x-b)}{(c-a)(c-b)}f(c).$$

4. Prove that the integer next above

$$(\sqrt{3}+1)^{2n}$$

is divisible by 2^{n+1} , n being a positive integer.

[OVER]

5. Find the co-ordinates of the points on the parabola $y^2 = 4x$, the normals at which pass through the point

$$\left(\frac{15}{4}, -\frac{3}{4} \right).$$

6. F, F_1 are the foci of an ellipse and P is any point on the ellipse. Prove that the circles described on FP, F_1P as diameters touch the circle which has the major axis of the ellipse as a diameter.

7. Two variable points Q and R move on the lines $y = x, y = -x$, respectively, in such a way that QR always passes through the point $(2, 0)$. Find the equation of the locus of the middle point P of the segment QR .

8. Two circles with different centres are drawn in a plane.

(a) If the two circles do not intersect, show that a system of rectangular axes and a unit of length can be chosen so that the circles shall be members of the family

$$x^2 + y^2 + ky + 1 = 0.$$

(b) If the circles intersect in two points, show that it can be arranged that they shall be members of the family

$$x^2 + y^2 + ky - 1 = 0.$$

9. Express $\cos(6 \tan^{-1} x)$ as a rational function of x .

10. The bisectors of the exterior angles of a triangle ABC are drawn, forming the sides of a triangle DEF . If S is the area of the triangle ABC and S' is the area of the triangle DEF , show that

$$S' = \frac{1}{2} S \operatorname{cosec} \frac{A}{2} \operatorname{cosec} \frac{B}{2} \operatorname{cosec} \frac{C}{2}.$$

11. Given that $\tan A$ and $\tan B$ are the roots of the equation

$$x^2 + px + q = 0,$$

find the value of

$$\sin^2(A + B) + p \sin(A + B) \cos(A + B) + q \cos^2(A + B).$$

12. The upper edge of a smooth hemispherical bowl of radius 14 inches is horizontal. A thin uniform rod of length 34 inches rests in equilibrium partly within and partly without the bowl. Find the cosine of the angle which the rod makes with a horizontal plane.

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UPPER SCHOOL (GRADE XIII)

BOTANY

1. (a) Describe a plant of the Leguminosae giving
 - (i) its common and its scientific name,
 - (ii) its general structural features,
 - (iii) a detailed description of its flower,
 - (iv) reasons for placing it in the Leguminosae.(b) Give the distinguishing characteristics of the stamens of (i) Rosaceae, (ii) Compositae.
2. (a) A few green cells of *Elodea* or *Spirogyra* are placed in a strong salt solution.
 - (i) Describe and explain what is observed.
 - (ii) Explain how a growing root may be injured by such a process.(b) (i) Make a diagram of a cross-section of a dicotyledonous root, through the root-hair zone.
(ii) On this diagram name the various parts through which soil water must pass to enter the vessels, indicating the course of the water by means of arrows.
3. (a) Compare a lichen, a mushroom, and a rust with respect to nutrition.
(b) Describe *either* apple scab *or* black knot under the following headings:
 - (i) recognition ;
 - (ii) life cycle ;
 - (iii) control.(c) Compare yeasts and bacteria with respect to (i) structure, (ii) reproduction.
4. (a) Describe an experiment to demonstrate the production of starch by a green leaf.
(b) Show how the form and the structure of a leaf such as that of a maple or a potato are adapted to photosynthesis.
(c) How is excessive transpiration prevented in pine needles ?

[OVER]

5. (a) Compare roots and stems under the following headings:
 (i) protection of growing point ;
 (ii) primary functions.
- (b) State how the sporophyte of a maple differs from that of
 (i) a moss (or a liverwort),
 (ii) a fern.
- (c) Describe the exact location of
 (i) the region or regions of elongation of a dicotyledonous stem,
 (ii) the bud-scale scars on an unbranched two-year-old twig in winter,
 (iii) the immature microspores of a pine.
6. (a) (i) What is pollination ?
 (ii) Name two agents of pollination.
 (iii) Give six plant adaptations to pollination, three for each agent named.
- (b) Trace the development of the reproductive structures of a bean from the time the pollen tube enters the micropyle until the seed and fruit are produced.
- (c) Make a labelled drawing to show the internal structure of a mature bean seed.
- (d) In what respects does the female gametophyte of a gymnosperm differ from that of an angiosperm at the time of fertilization?
7. (a) *Recessive* and *blending* are terms frequently used in the study of heredity.
 (i) Define these terms.
 (ii) Illustrate each term by a labelled diagram representing at least two generations of offspring.
 (iii) Indicate all heterozygous individuals represented in your diagrams.
- (b) Name five climatic factors which influence the development of a plant.
- (c) Show how the environment of plant roots is modified by (i) soil bacteria, (ii) earthworms.

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UPPER SCHOOL (GRADE XIII)

ZOOLOGY

1. (a) Make a labelled diagram of a typical animal cell.
(b) (i) State *three* respects in which an amoeba (or a paramoecium) differs from the typical animal cell.
(ii) What cells in the blood of man resemble most closely a one-celled organism? State one function of these cells.
(c) Give one location in the body and one function of
 - (i) epithelial tissue,
 - (ii) connective (sustentative) tissue.
2. (a) (i) State the distinguishing characteristics of the Primates.
(ii) Name two animals belonging to this Order.
(b) (i) Make a labelled drawing of a vertebra viewed from the anterior end.
(ii) Name in order from the anterior end the regions into which the mammalian vertebral column is divided.
(c) State three ways in which the skeleton of a bird is adapted for flight.
3. (a) (i) Distinguish between a beetle and a bug with respect to mouth parts, organs of locomotion, and life history.
(ii) Name the Orders, *one* for each, to which these insects belong.
(b) State *three* ways in which spiders differ from insects.
(c) Compare a crayfish and a grasshopper with respect to
 - (i) the structure of the breathing organs,
 - (ii) the mode of breathing.
4. Assume that you have eaten a bowl of rice served with sugar and milk.
(a) Name the different carbohydrates present in the meal.

[OVER]

(b) For each of the carbohydrates named in your answer to (a) specify

- (i) the enzyme or enzymes involved in its digestion,
- (ii) the gland which produced the enzyme,
- (iii) the parts of the digestive tract in which the digestion occurs,
- (iv) the end product of digestion.

5. (a) Make a labelled diagram of a cross-section of an earthworm through the intestinal region.

(b) Distinguish between

- (i) blastula and gastrula,
- (ii) cochlea and semicircular canal,
- (iii) cerebrum and cerebellum.

(c) Explain why it is possible for a frog to live all winter buried in the mud.

6. (a) The conditions of cretinism, gigantism, diabetes, and anger have been shown to be under hormonal control. For each of any *two* of these conditions specify

- (i) the gland which secretes the hormone involved,
- (ii) whether the condition is produced by an excess or a deficiency of the hormone.

(b) With the aid of a labelled diagram, describe the reflex arc.

7. (a) Make labelled diagrams, *one* for each, to illustrate the structure of the heart of a fish and the heart of a mammal, as observed from the ventral aspect. Indicate in each case the blood vessels entering and leaving the heart, the relative thickness of the walls and, by means of arrows, the direction of flow of the blood.

(b) How is (i) oxygen, (ii) carbon dioxide, carried by the blood?

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UPPER SCHOOL (GRADE XIII)

PHYSICS

1. (a) Derive a formula connecting the image distance, the object distance, and the focal length of *either* a converging *or* a diverging lens.

(b) For a converging lens of focal length 20 cm., calculate the image distance corresponding to an object distance of (i) 10 cm., (ii) 30 cm.

(c) Draw to scale a diagram for each case in (b).

2. (a) With the aid of a diagram, describe the construction and action of a simple mechanical device for demonstrating the principle of resonance.

(b) Outline a method of determining the velocity of sound in air by means of stationary waves excited in an air column by a vibrating tuning fork.

3. (a) An electric kettle, operating on a 120-volt circuit, heats 3000 grams of water from 20°C. to 100°C. in 15 minutes. The heat gained by the water equals 90% of the energy input.

Calculate

(i) the current,

(ii) the cost at 1.5 cents per kilowatt-hour.

(The mechanical equivalent of heat is 4.2 joules per calorie.)

(b) Define the following electrical units: volt, coulomb, farad, microfarad.

4. (a) Give a geometrical proof of the Law of Inverse Squares for radiation from a small source of light.

(b) With the aid of diagrams, describe the action of polaroid on light.

5. With the aid of a diagram, describe the construction and action of a photoelectric cell.

[OVER]

6. (a) Describe an experimental method of measuring a coefficient of kinetic friction, stating the precautions which should be taken in order to secure a reliable result.

(b) Give two examples of the utilization of friction in the operation of machines.

7. (a) State the Law of Conservation of Momentum.

(b) A Fletcher trolley car weighing 1.2 kg. and travelling on a smooth level track with a velocity of 50 cm. per sec. collides with a stationary car weighing 1.5 kg. and imparts to it a velocity of 30 cm. per sec. Calculate

- (i) the velocity of the first car just after the impact,
- (ii) the loss of kinetic energy on impact.

8. A balloon was rising vertically with uniform velocity. When it was 364 feet above the ground, a ball was shot horizontally from it with a velocity of 18 ft. per sec. The ball was observed to reach the ground 6.5 sec. after it was projected.

Find

- (a) the velocity of the balloon,
- (b) the maximum height above the ground attained by the ball,
- (c) the position of the ball relative to the balloon when at this maximum height, illustrating your answer by a diagram.

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UPPER SCHOOL (GRADE XIII)

CHEMISTRY

The candidate will note that an option is allowed between questions 8 and 9.

1. (a) State what is *observed* in each of the following experiments :

(i) a small piece of potassium is dropped into water containing purple litmus ;

(ii) an aqueous solution of sodium bicarbonate is mixed with an aqueous solution of aluminium sulphate ;

(iii) concentrated sulphuric acid falls drop by drop on solid sodium iodide ;

(iv) copper carbonate is heated strongly until no further change is observed ;

(v) an aqueous solution of sodium hydroxide is added to an aqueous solution of ferrous sulphate ; the resulting mixture is then stirred to bring it all into intimate contact with air.

(b) Write equations representing the reactions in any *four* of the experiments referred to in (a).

2. (a) Define *acidic*, *basic*, *amphoteric*, and *neutral*, as applied to oxides.

(b) Write formulae of common oxides, one for each of the following elements, and classify these oxides as acidic, basic, amphoteric, or neutral :

carbon, sodium, phosphorus, zinc, sulphur, lead, hydrogen, nitrogen, magnesium, iron.

3. (a) An aqueous solution of cupric chloride is electrolyzed between carbon electrodes.

(i) State what is *observed*.

(ii) Name the products at each electrode.

(iii) Show how the theory of ionization serves to explain the processes which occur in this electrolysis.

(b) Account for the blue colour of dilute aqueous cupric chloride solution.

[OVER]

4. Show how to distinguish, by the detection of ions, *each* of the following aqueous solutions from the others listed: sodium hydroxide, sodium chloride, lead nitrate, barium nitrate, barium chloride.

5. (a) Define or explain the meaning of the terms: heavy water, the Tyndall effect, radioactive disintegration, saponification.

(b) State Gay-Lussac's Law of Combining Volumes.

6. (a) Write formulae for *methane, methyl bromide, ethyl alcohol, cellulose*.

(b) Give two methods used for the production of methyl alcohol.

(c) Name four elements found in all proteins.

(d) (i) What is observed when concentrated sulphuric acid is dropped on cane sugar (sucrose)? (ii) State the function of the acid. Name the products formed.

(e) (i) What chemical change occurs when a starch suspension is warmed with dilute sulphuric acid solution? (ii) State the function of the acid.

7. (a) One litre of a gaseous hydrocarbon, measured at 27°C . and 760 mm., weighs 1.14 grams. Calculate the molecular weight of the gas.

(b) Complete combustion of 0.70 gram of the gas referred to in (a) produced 2.20 grams of carbon dioxide and 0.90 gram of water. Determine the formula of the gas.

(O = 16.0 ; C = 12.0 ; H = 1.0)

(c) What volume of 0.1 normal sodium hydroxide solution would be required to neutralize 0.196 gram of sulphuric acid?

(Na = 23.0 ; S = 32.0)

Answer either question 8 or question 9.

8. (a) State two uses of acetylene.

(b) With the aid of equations, outline the process for the production of acetylene from limestone and coke.

OR

9. (a) (i) What element is alloyed with iron to make ordinary steel?

(ii) Name two other varieties of steel and for *each* name one element which gives that variety its distinctive property.

(b) With the aid of equations, describe the blast furnace process for producing pig iron from its ore.

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UPPER SCHOOL (GRADE XIII)

LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English:

(a) Utinam, Quirites, virorum fortium atque innocentium copiam tantam haberetis, ut haec vobis deliberatio difficilis esset, quemnam potissimum tantis rebus ac tanto bello praeficiendum putaretis! nunc vero cum sit unus Cn. Pompeius, qui non modo eorum hominum, qui nunc sunt, gloriam, sed etiam antiquitatis memoriam virtute superarit, quae res est quae cuiusquam animum in hac causa dubium facere possit? Ego enim sic existimo, in summo imperatore quattuor has res inesse oportere: scientiam rei militaris, virtutem, auctoritatem, felicitatem.

(b) Itaque omnes nunc in iis locis Cn. Pompeium sicut aliquem non ex hac urbe missum, sed de caelo delapsum intuentur; nunc denique incipiunt credere, fuisse homines Romanos hac quondam continentia, quod iam nationibus exteris incredibile ac falso memoriae proditum videbatur; nunc imperi vestri splendor illis gentibus lucem adferre coepit; nunc intellegunt non sine causa maiores suos tum, cum ea temperantia magistratus habebamus, servire populo Romano quam imperare aliis maluisse.

(c) Quae cum ita sint, C. Manili, primum istam tuam et legem et voluntatem et sententiam laudo vehementissimeque comprobo; deinde te hortor ut auctore populo Romano maneat in sententia neve cuiusquam vim aut minas pertimescas.

2. Account for the case of *rebus* (l. 3), *virtute* (l. 6), *continentia* (l. 14), *auctore* (l. 22).

3. Account for the mood of *putaretis* (l. 4), *possit* (l. 8), *habebamus* (l. 18), *pertimescas* (ll. 23, 24).

[OVER]

4. (a) What power did the Manilian Law confer upon Pompey? What precedent was cited in support of this law?

(b) How did Cicero hope to promote his own career by advocating this law?

B

5. Translate into English:

(a) silva fuit late dumis atque ilice nigra
horrida, quam densi complerant undique sentes;
rara per occultos lucebat semita calles.
Euryalum tenebrae ramorum onerosaque praeda
5 impediunt fallitque timor regione viarum;
Nisus abit. iamque imprudens evaserat hostes
atque locos (qui post Albae de nomine dicti
Albani, tum rex stabula alta Latinus habebat),
ut stetit et frustra absentem respexit amicum.
10 'Euryale infelix, qua te regione reliqui?
'quave sequar, rursus perplexum iter omne revolvens
'fallacis silvae?' simul et vestigia retro
observata legit dumisque silentibus errat.

(b) virtus, repulsae nescia sordidae,
15 intaminatis fulget honoribus,
nec sumit aut ponit securis
arbitrio popularis aurae.
virtus, recludens immeritis mori
caelum, negata temptat iter via,
20 coetusque vulgaris et udam
spernit humum fugiente pinna.

(c) quamquam sidere pulchrior
ille est, tu levior cortice et improbo
iracundior Hadria,
25 tecum vivere amem, tecum obeam libens.

6. (a) In about ten lines, mention the chief traits of Euryalus' character and show how they contribute to his doom.

(b) What was the purpose of Horace in writing the ode from which 5 (b) is taken?

(c) To what does *securis* (l. 16) refer, and what do they symbolize?

(d) What is the subject of the ode from which 5 (c) is taken?

7. Write out *Euryalum...viarum* (ll. 4, 5) and *virtus...aurae* (ll. 14-17). Mark the scansion. Name the metres.

C

8. Translate into English:

(Learning that Caesar has lost some of his ships in a storm, the Britons plan to renew hostilities. Caesar takes counter-measures.)

Quibus rebus cognitis principes Britanniae, qui post proelium ad Caesarem convenerant, inter se collocti sunt. Cum equites et naves et frumentum Romanis deesse intellegerent et paucitatem militum ex castrorum exiguitate cognoscerent,—quae hoc erant etiam angustiora, quod sine impedimentis Caesar legiones transportaverat,—optimum factu esse existimaverunt frumento commeatuque nostros prohibere et rem in hiemem producere, quod his superatis aut reditu interclusis neminem postea belli inferendi causa in Britanniam transiturum confidebant. Itaque rursus coniuratione facta ex castris discedere ac suos ex agris deducere coeperunt.

At Caesar, etsi nondum eorum consilia cognoverat, tamen ex clade navium suarum et ex eo, quod obsides dare destiterant, fore id quod accidit suspicabatur. Itaque ad omnes casus subsidia comparabat. Nam et frumentum ex agris cotidie in castra conferebat et quae ad naves reficiendas usui erant ex continenti comportari iubebat.

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UPPER SCHOOL (GRADE XIII)

LATIN COMPOSITION AND CAESAR

1. Translate into English :

Interim cotidie Caesar Haeduos frumentum, quod essent publice polliciti, flagitare. Nam propter frigora, quod Gallia sub septentrionibus, ut ante dictum est, posita est, non modo frumenta in agris matura non erant, sed ne pabuli quidem
5 satis magna copia suppetebat; eo autem frumento, quod flumine Arari navibus subvexerat, propterea uti minus poterat, quod iter ab Arari Helvetii averterant, a quibus discedere nolebat. Diem ex die ducere Haedui; conferri, comportari, adesse dicere. Ubi se diutius duci intellexit et
10 diem instare quo die frumentum militibus metiri oporteret, convocatis eorum principibus, quorum magnam copiam in castris habebat, graviter eos accusat quod, cum neque emi neque ex agris sumi possit, tam necessario tempore, tam propinquis hostibus, ab iis non sublevetur.

(a) Account for the mood of *essent polliciti* (ll. 1, 2), *adesse* (l. 9), *dicere* (l. 9), *sublevetur* (l. 14).

(b) Account for the case of *frumento* (l. 5), *flumine* (l. 6), *diem* (l. 8), *hostibus* (l. 14).

(c) Identify and give the principal parts of *posita est* (l. 3), *subvexerat* (l. 6), *metiri* (l. 10).

(d) What explanation did the spokesman of the Haedui give to Caesar for their conduct? What steps did Caesar then take?

2. Translate into Latin :

(a) The more quickly he runs, the more often he falls.

(b) Six months ago I asked what to do.

(c) He has been persuaded not to trust me.

(d) They were the first to refuse to resist the enemy.

(e) Is he going to remain at home or go to Rome?

[OVER]

3. Translate into Latin :

(a) If the soldiers had realized the extent of the danger, they would not have hesitated to obey Caesar.

(b) So great was his fear that the ground would be unsuitable that he could not decide on which bank to pitch his camp.

(c) On being informed of their arrival, Caesar warned the Helvetii not to take any action immediately ; he himself (he said) would consult their interests.

(d) The general provided for the construction of a bridge over the Rhine, so that the army might be able to retreat with all possible speed.

(e) Did you not promise to protect the camp if you were allowed to do so ?

4. Translate into Latin :

(NOTE: *Use Indirect Discourse for the part in quotation marks.*)

The Gallic host was by this time marching towards the borders of the Haedui. When it arrived there and began to lay waste the fields, the Haedui asked Caesar to send them assistance on the ground that they were the allies of the Roman people. "The Province," they said, "will be greatly endangered if the enemy storms our towns and carries our children off into slavery." Caesar replied that he must not wait for the Helvetii to inflict such a disaster.

Accordingly he put Labienus in charge of the camp, which was twenty miles away, and ordered him to resist the foe with the legions which had been most recently enrolled. However, when he sent his cavalry forward to reconnoitre, they followed up the enemy's rearguard with more eagerness than caution and were worsted with some loss. Finally, after a three-day interval, his troops secretly seized some higher ground and fell upon the enemy unawares when they were heavily encumbered. The action lasted from the sixth hour to the first watch ; it was only then that the Helvetii took to flight.

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UPPER SCHOOL (GRADE XIII)

GREEK AUTHORS AND GRAMMAR

1. Translate into English :

Ὡστ', ἐπεὶ ὁ Τιρίβαζος παρήγγειλε τοὺς βουλομένους ὑπακοῦσαι τῇ εἰρήνῃ, ἣν βασιλεὺς καταπέμποι, πρὸς ἑαυτὸν συνελθεῖν, ταχέως πάντες παρεγένοντο. ἐπεὶ δὲ συνήλθον, ἐπιδείξας ὁ Τιρίβαζος τὰ βασιλέως σημεῖα ἀνεγίγνωσκε τὰ γεγραμμένα. εἶχε δὲ ὧδε. Ἀρταξέρξης βασιλεὺς νομίζει δίκαιον τὰς μὲν ἐν τῇ Ἀσίᾳ πόλεις ἑαυτοῦ εἶναι, τὰς δὲ ἄλλας Ἑλληνίδας πόλεις καὶ μικρὰς καὶ μεγάλας αὐτονόμους ἀφεῖναι. ὁπότεροι δὲ ταύτην τὴν εἰρήνην μὴ δέχονται, τούτοις ἐγὼ πολεμήσω μετὰ τῶν ταῦτα βουλομένων καὶ πεζῇ καὶ κατὰ θάλατταν καὶ ναυσὶ
10 καὶ χρήμασιν.

(a) Identify ἐπιδείξας (ll. 3, 4), ἀφεῖναι (l. 7).

(b) Account for the mood of ὑπακοῦσαι (ll. 1, 2), καταπέμποι (l. 2).

(c) Account for the case of πεζῇ (l. 9).

(d) Explain the reference in τῶν ταῦτα βουλομένων (l. 9).

2. Translate into English :

Λαβὼν δὲ ὁ Φυλλίδας τρεῖς τῶν ἀμφὶ Μέλωνα ἐπορεύετο ἐπὶ τὴν τοῦ Λεοντιάδου οἰκίαν. κόψας δὲ τὴν θύραν εἶπεν ὅτι παρὰ τῶν πολεμάρχων ἀπαγγεῖλαί τι βούλοιτο. ὁ δὲ ἐτύγχανε μὲν κατακείμενος ἔτι μετὰ δεῖπνον, καὶ ἡ γυνὴ ἐριουργοῦσα παρεκάθητο. πιστὸν δὲ εἶναι νομίζων τὸν Φυλλίδαν ἐκέλευσέν εἰσιέναι. οἱ δ', ἐπεὶ εἰσῆλθον, τὸν μὲν ἀποκτείναντες, τὴν δὲ γυναιῖκα φοβήσαντες κατεσιώπησαν. ἐξιόντες δὲ εἶπον τὴν θύραν κεκλείσθαι. εἰ δὲ λήψοιντο ἀνεωγμένην, ἠπείλησαν ἀποκτεῖναι ἅπαντας τοὺς ἐν τῇ οἰκίᾳ.

(a) Identify Λαβὼν (l. 1), παρεκάθητο (ll. 4, 5), ἀνεωγμένην (l. 8).

(b) Account for the mood of βούλοιτο (l. 3), εἰσιέναι (ll. 5, 6).

(c) Explain the construction εἰ δὲ λήψοιντο . . . ἅπαντας (ll. 8, 9).

(d) Write a note on Melon (from five to ten lines).

[OVER]

3. Translate into English :

ἔτυχε δέ ποτε ὁ Διογένης λάχανα πλύνων· ἰδὼν δὲ Ἀρίστιπ-
πον παριόντα ἔσκωψε τοιάδε λέγων, “εἰ τούτοις ἔμαθες ἀγαπᾶν,
οὐκ ἂν τυράννων αὐλὰς ἐθεράπευες.” ὁ δὲ Ἀρίστιππος, “καὶ σύ,”
εἶπεν, “εἴπερ ἦδεις ἀνθρώποις ὁμιλεῖν, οὐκ ἂν λάχανα ἔπλυνες.”
5 εἰπόντος δέ τινος ὅτι αἰεὶ τοὺς φιλοσόφους ἴδοι παρὰ ταῖς τῶν
πλουσίων θύραις, “καὶ τοὺς ἰατρούς,” ἔφη, “ἴδοις ἂν παρὰ ταῖς
τῶν νοσούντων· ἀλλ’ οὐ διὰ τοῦτό τις ἔλοιτ’ ἂν νοσεῖν ἢ ἰατρεύειν.”
πλέων δέ ποτε, καὶ χειμῶνος ἐπιγενομένου, σφόδρα ἐταράττετο·
ἔφη δέ τις τῶν συμπλεόντων, “ὦ Ἀρίστιππε καὶ σὺ δέδοικας,
10 ὥσπερ οἱ πολλοί;” ὁ δὲ ἔφη, “καὶ μάλα γε εἰκότως· ὑμῖν γὰρ
περὶ κακοδαίμονος βίου ἐστὶν ὁ κίνδυνος, ἐμοὶ δὲ περὶ εὐδαίμονος.”

(a) Give the principal parts of ἔμαθες (l. 2), ἐπιγενομένου (l. 8).

(b) Account for the mood of ἔπλυνες (l. 4), ἔλοιτ’ (l. 7).

(c) In about ten lines show how the character of Diogenes differed from that of Aristippus.

4. Translate into English :

αὐτὰρ ἐπεὶ Κύκλωψ μεγάλην ἐμπλήσατο νηδὺν
ἀνδρόμεα κρέ’ ἔδων καὶ ἐπ’ ἄκρητον γάλα πίνων,
κεῖτ’ ἔντοσθ’ ἄντροιο τανυσσάμενος διὰ μήλων.
τὸν μὲν ἐγὼ βούλευσα κατὰ μεγαλήτορα θυμὸν
5 ἄσσον ἰὼν, ξίφος ὀξὺ ἐρυσσάμενος παρὰ μηροῦ,
οὐτάμεναι πρὸς στηῆθος, ὅθι φρένες ἦπαρ ἔχουσι,
χείρ’ ἐπιμασσάμενος· ἕτερος δέ με θυμὸς ἔρυκεν.
αὐτοῦ γάρ κε καὶ ἄμμες ἀπωλόμεθ’ αἰπὺν ὄλεθρον·
οὐ γάρ κεν δυνάμεσθα θυράων ὑψηλάων
10 χερσὶν ἀπώσασθαι λίθον ὄβριμον, ὃν προσέθηκεν.
ὥς τότε μὲν στενάχοντες ἐμείναμεν Ἡῶ δῖαν.

(a) Give the Attic equivalents of κεῖτ’ (l. 3), ἄντροιο (l. 3), ἄμμες (l. 8), θυράων (l. 9).

(b) Identify ἐμπλήσατο (l. 1), ἀπώσασθαι (l. 10).

(c) Account for the case of ὄλεθρον (l. 8).

(d) Scan lines 6, 7, and 8.

5. Translate into English :

σμερδαλέον δὲ μέγ' ὤμωξεν, περὶ δ' ἴαχε πέτρη,
ἡμεῖς δὲ δείσαντες ἀπεσσύμεθ'. αὐτὰρ ὁ μοχλὸν
ἐξέρυσ' ὀφθαλμοῖο πεφυρμένον αἵματι πολλῷ.
τὸν μὲν ἔπειτ' ἔρριψεν ἀπὸ ἑο χερσὶν ἀλύων,
5 αὐτὰρ ὁ Κύκλωπας μεγάλ' ἤπνευεν, οἳ ῥά μιν ἀμφὶς
ᾤκεον ἐν σπήεσσι δι' ἄκριας ἠνεμοέσσας.
οἳ δὲ βοῆς αἰόντες ἐφοίτων ἄλλοθεν ἄλλος,
ἰστάμενοι δ' εἵροντο περὶ σπέος ὅττι ἐκήδοι.

(a) Give the Attic equivalents of ἑο (l. 4), ᾤκεον (l. 6),
ἐ (l. 8).

(b) Account for the case of ὀφθαλμοῖο (l. 3), βοῆς (l. 7).

(c) Scan lines 1 and 2.

6. Translate into English :

ᾠς εἰπὼν τὸν κριὸν ἀπὸ ἑο πέμπε θύραζε.
ἐλθόντες δ' ἠβαιὸν ἀπὸ σπείους τε καὶ αὐλῆς
πρῶτος ὑπ' ἀρνειοῦ λυόμην, ὑπέλυσσα δ' ἐταίρους.
καρπαλίμως δὲ τὰ μῆλα ταναύποδα, πίονα δημῷ,
5 πολλὰ περιτροπέοντες ἐλαύνομεν, ὄφρ' ἐπὶ νῆα
ἰκόμεθ'. ἀσπάσιοι δὲ φίλοις ἐτάροισι φάνημεν,
οἱ φύγομεν θάνατον· τοὺς δὲ στενάχοντο γοῶντες.
ἀλλ' ἐγὼ οὐκ εἴων, ἀνὰ δ' ὄφρύσι νεῦον ἐκάστω,
κλαίειν· ἀλλ' ἐκέλευσα θοῶς καλλίτριχα μῆλα
10 πόλλ' ἐν νηὶ βαλόντας ἐπιπλεῖν ἀλμυρὸν ὕδωρ.

(a) Give the Attic equivalent of νῆα (l. 5).

(b) Identify ἰκόμεθ' (l. 6).

(c) Write a grammatical note on ἐλθόντες (l. 2).

(d) In connection with τὰ (l. 4) comment on the Homeric
use of the article.

(e) To whom does τοὺς (l. 7) refer? How many were they?

7. Discuss the dramatic character of Homer's poetry.

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UPPER SCHOOL (GRADE XIII)

GREEK COMPOSITION AND SIGHT TRANSLATION

A

Translate into Greek :

1. The other Greeks were now so indignant that they were unwilling to join in expeditions with the Spartans.
2. Whoever becomes an ally must follow wherever we lead.
3. He asked if it was possible to provide more pay.
4. The king thought that all these cities would accept the peace, if he left them independent.
5. When the enemy attacked, some of the Thebans at once abandoned their camp and fled into the mountains, while others died fighting.
6. Although his allies were not yet collected, the general decided to advance with his own forces on the following day.
7. As soon as it was reported that the ships were sailing out of the harbour, the Athenians set out to pursue them.
8. After marching all night, the exiles entered the city unobserved, hoping to seize the acropolis before the guards suspected anything.
9. The same young man happened to be in the assembly when the citizens voted to send envoys to say that they would demolish the walls.
10. If you had been in the city of the Spartans on that day, you would have seen few men or women who had not lost relatives in the battle.

[OVER]

Translate into English :

Spartan operations under Pausanias and Lysander in Boeotia.

οἱ μὲν δὴ Θηβαῖοι ἀπελθόντες παρεσκευάζοντο ὡς ἀμυνόμενοι, οἱ δ' Ἀθηναῖοι ὡς βοηθήσοντες. καὶ μὲν οἱ Λακεδαιμόνιοι οὐκ ἔτι ἔμελλον, ἀλλὰ Πausanias μὲν ὁ βασιλεὺς ἐπορεύετο εἰς τὴν Βοιωτίαν τό τε οἴκοθεν ἔχων στράτευμα καὶ τὸ ἐκ Πελοποννήσου, πλὴν Κορίνθιοι οὐκ ἠκολούθουν αὐτοῖς. ὁ δὲ Λύσανδρος, ἄγων τὸ ἀπὸ Φωκέων καὶ Ὀρχομενοῦ καὶ τῶν ἐκεῖ χωρίων στράτευμα, ἔφθη τὸν Πausanias ἐν τῷ Ἀλιάρτῳ γενόμενος. ἦκων δὲ οὐκ ἔτι ἡσυχίαν ἔχων ἔμενε τὸ ἀπὸ Λακεδαίμονος στράτευμα, ἀλλὰ σὺν οἷς εἶχεν ἦει πρὸς τὸ τεῖχος τῶν Ἀλιαρτίων. καὶ τὸ μὲν πρῶτον ἔπειθεν αὐτοὺς ἀφίστασθαι καὶ αὐτονόμους γίγνεσθαι· ἐπεὶ δὲ τῶν Θηβαίων τινὲς ὄντες ἐν τῷ τείχει διεκώλυνον, προσέβαλε πρὸς τὸ τεῖχος. ἀκούσαντες δὲ ταῦτα οἱ Θηβαῖοι, δρόμῳ ἐβοήθουν οἱ τε ὀπλίται καὶ οἱ ἵππεῖς. καὶ εἴτε λαθόντες τὸν Λύσανδρον ἐπέπεσον αὐτῷ εἴτε καὶ αἰσθόμενος προσιόντας ὡς κρατήσων ὑπέμενεν, ἄδηλον· τοῦτο δ' οὖν σαφές, ὅτι παρὰ τὸ τεῖχος ἡ μάχη ἐγένετο· καὶ τροπαῖον ἔστηκε πρὸς τὰς πύλας τῶν Ἀλιαρτίων. ἐπεὶ δὲ ἀποθανόντος Λυσάνδρου ἔφευγον οἱ ἄλλοι πρὸς τὸ ὄρος, ἐδίωκον ἐρρωμένως οἱ Θηβαῖοι.

πλὴν—except that

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UPPER SCHOOL (GRADE XIII)

FRENCH AUTHORS—COMPREHENSION

I. (a) Écrivez les formes suivantes :

- (i) futur, deuxième personne du singulier de *rappeler*, *soutenir*, *courir*, *entrevoir*.
- (ii) présent du subjonctif, première personne du singulier de *plaire*, *comprendre*, *boire*, *consentir*.
- (iii) plus-que-parfait, deuxième personne du pluriel de *survivre*, *apercevoir*, *soumettre*, *parvenir*.

(b) (i) Arrangez en paires les mots suivants de façon à les faire rimer ensemble, comme par exemple, *disant—champ* :

content, après, pleine, hôte, enfant, aime, tranquille, femme, sot, fille, mille, tenais, ramène, même, habille, main, dame, beau, plein, saute.

(ii) Indiquez la division en syllabes : géographie, théologien, extraordinaire, renseignement.

II. (a) Répondez **en français** et par des phrases complètes aux questions suivantes sur *Colomba*. Soyez bref.

1. Qui avait composé la chanson que miss Nevil a entendue sur le bateau en allant en Corse ?
2. Pourquoi le colonel a-t-il donné un de ses fusils à Orso ?
3. Qu'est-ce qui a fait croire à Colomba que le maire avait enlevé un feuillet du portefeuille de son père ?
4. Pourquoi Giocanto Castriconi s'appelait-il le curé ?
5. Quel cadeau Colomba a-t-elle donné à miss Nevil ?
6. Quelle visite inattendue a interrompu la *ballata* de Charles-Baptiste Pietri ?
7. Qu'est-ce qui marquait l'endroit où le père d'Orso avait été tué ?
8. Pourquoi la balle de Vincentello n'a-t-elle pas tué Orso ?
9. Comment est-il arrivé que le chirurgien a soigné Orso ?
10. Comment apprend-on lequel des frères avait tué le colonel ?

(b) Faites connaître en cinq ou six lignes le rôle joué par la lettre portant le nom d'Agostini.

[TOURNEZ]

III. Lisez avec soin les passages suivants, puis répondez **en français** aux questions qui les suivent. Écrivez *une phrase complète* pour chaque réponse, excepté (a) 12, 13, 14, 15, (b) 12, 13, 14, et (c) 11.

(a) Peu à peu, le grand air le soulagea; il devint plus calme et examina avec quelque sang-froid sa position et les moyens d'en sortir. Orso ne soupçonnait point les Barricini de meurtre; mais il les accusait d'avoir supposé la lettre du
5 bandit Agostini; et cette lettre, il le croyait du moins, avait causé la mort de son père. Les poursuivre comme faussaires, il sentait que cela était impossible. Parfois, si les préjugés ou les instincts de son pays revenaient l'assaillir et lui mon-
10 traient une vengeance facile au détour d'un sentier, il les écartait avec horreur en pensant à ses camarades de régiment, aux salons de Paris, surtout à miss Nevil. Puis il songeait aux reproches de sa soeur, et ce qui restait de corse dans son caractère justifiait ces reproches et les rendait plus poignants. Un seul espoir lui restait dans ce combat entre sa conscience
15 et ces préjugés, c'était d'entamer, sous un prétexte quelconque, une querelle avec un des fils de l'avocat et de se battre en duel avec lui. Le tuer d'une balle ou d'un coup d'épée conciliait ses idées corses et ses idées françaises.

1. Quel changement s'est opéré dans l'état d'esprit d'Orso ?
2. Qu'est-ce qui a produit ce changement ?
3. De quoi Orso soupçonnait-il les Barricini ?
4. Qu'est-ce qu'un *faussaire* (l. 6) ?
5. Que veut dire ici le verbe *poursuivre* (l. 6) ?
6. Qu'est-ce qui suggérait à Orso une vengeance facile ?
7. Quelle était cette *vengeance facile au détour d'un sentier* (l. 9) ?
8. Pourquoi se révoltait-il contre cette pensée ?
9. Pourquoi les reproches de sa soeur ne le fâchaient-ils pas ?
10. A quel problème cherchait-il une solution ?
11. Quelle solution a-t-il trouvée ?
12. Comment appelle-t-on celui qui commet un meurtre ?
13. Quel verbe exprime l'action du nom *meurtre* (l. 4) ?
14. Exprimez autrement les mots suivants: *sang-froid* (l. 2), *supposé* (l. 4), *parfois* (l. 7), *combat* (l. 14), *entamer* (l. 15), *un...quelconque* (l. 15).
15. Écrivez un substantif (nom) qui correspond à *soupçonnait* (l. 3), *impossible* (l. 7), *assaillir* (l. 8).

(b) Quand la nuit fut tombée, Sigognac prit une bêche, une lanterne et le corps de Béalzébuth enveloppé dans son linceul de soie. Il descendit au jardin et commença à creuser la terre au pied du chêne séculaire, à la lueur de la lanterne
 5 dont les rayons éveillaient et attiraient les insectes, qui venaient en battre la glace de leurs ailes fragiles. Le temps était noir. A peine un coin de la lune se devinait-il à travers les crevasses d'un nuage couleur d'encre, et la scène avait plus de solennité que n'en méritaient les funérailles
 10 d'un chat. Sigognac bêchait toujours, car il voulait enfouir Béalzébuth assez profondément pour que les bêtes de proie ne vinssent le déterrer. Tout à coup, le fer de sa bêche fit feu comme s'il eût rencontré un silex. Sigognac pensa que c'était une pierre, et redoubla ses coups; mais les coups
 15 sonnaient bizarrement et n'avançaient pas le travail. Alors Sigognac approcha la lanterne pour reconnaître l'obstacle et vit, non sans surprise, le couvercle d'une espèce de coffre en chêne, tout bardé d'épaisses lames de fer rouillé, mais très solides encore; il dégagea la boîte en creusant la terre
 20 alentour, et, se servant de sa bêche comme un levier, il parvint à hisser, malgré son poids considérable, le coffret mystérieux jusqu'au bord du trou, et le fit glisser sur la terre ferme. Puis, il mit Béalzébuth dans le vide laissé par la boîte, et combla la fosse.

1. Trouvez dans le texte un titre pour ce paragraphe.
2. Indiquez exactement où se trouvait la fosse de Béalzébuth.
3. Comment sait-on que la lumière de la lanterne était faible?
4. Qu'est-ce que la lumière a fait faire aux insectes?
5. Pourquoi la lune éclairait-elle si peu?
6. Pourquoi Sigognac a-t-il bêché longtemps?
7. Dites exactement ce que la bêche a heurté pour faire feu.
8. Qu'est-ce que Sigognac a dû faire pour bien voir?
9. Qu'est-ce qu'il a dû faire avant de pouvoir soulever le coffre?
10. Comment a-t-il réussi à le sortir du trou?
11. Pourquoi ne s'est-il pas remis à bêcher?
12. Expliquez en français: *séculaire* (l. 4), *fragile* (l. 6), *redoubla ses coups* (l. 14), *alentour* (l. 20).
13. Écrivez un synonyme de *funérailles* (l. 9), *enfouir* (l. 10), *parvint* (l. 21), *vide* (l. 23), *combla* (l. 24).
14. Donnez un substantif (nom) qui correspond à *descendit* (l. 3), *battre* (l. 6), *reconnaître* (l. 16).

[TOURNEZ]

(c) Le principe de l'examen est très raisonnable, parce que c'est le principe de l'inventaire... Comment se fait-il donc que peu à peu tant de bons esprits aient été mis en défiance contre un procédé si rationnel, si profitable ? Tout simplement parce que le principe a été appliqué à faux, jusqu'à perdre absolument de vue l'objet proposé, ou plutôt jusqu'à confondre le moyen avec le but... Dans l'école contemporaine l'habitude est prise aujourd'hui de considérer l'examen comme la raison dernière de l'enseignement ; on enseigne pour mener à l'examen, au lieu de mener à l'examen pour aider et fortifier l'enseignement. C'est un renversement si manifeste de l'ordre naturel que tout le monde en est choqué, les parents, les élèves, et les maîtres qui préparent à l'examen, et les examinateurs qui les font passer. Tous... s'accordent à déclarer le système absurde, et tout le monde, par une merveilleuse contradiction, s'emploie à le fortifier. Il y a tous les jours plus d'examens et plus de candidats... Une contradiction semblable préside à la confection des programmes ; tout le monde se plaint de leur surcharge et de leur incohérence, et chaque année les fait plus chaotiques et plus lourds.

1. Qu'est-ce qui constitue, selon l'auteur de ce passage, la valeur d'un examen ?
2. Quelle attitude envers les examens trouve-t-il souvent ?
3. Pourquoi trouve-t-il cette attitude peu raisonnable ?
4. Qu'est-ce qui peut gâter un bon principe ?
5. Quel paraît être aujourd'hui le but de l'instruction ?
6. Quel est l'ordre naturel qu'on a renversé ?
7. Quel est l'effet de ce renversement ?
8. Quelle est la merveilleuse contradiction dont parle le texte ?
9. Quelle tendance existe dans la confection des programmes ?
10. Qu'y a-t-il de contradictoire là-dedans ?
11. Écrivez un synonyme de *but* (l. 7), *manifeste* (l. 12), *passer* (l. 14).

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UPPER SCHOOL (GRADE XIII)

FRENCH COMPOSITION

NOTE. All answers are to be written in French, all numbers in the sentences in words. No name shall be used which might indicate the examination centre.

A

Répondez par des phrases complètes aux questions suivantes :

1. Décrivez trois traits physiques d'un (ou d'une) de vos camarades.
2. Indiquez trois choses qu'on ne doit pas faire si on veut garder l'estime de ses camarades.
3. Qu'est-ce que vous feriez si vous appreniez que votre meilleur ami était gravement malade ?
4. Pendant vos vacances, que faites-vous les jours de pluie ?
5. Indiquez trois devoirs d'une bonne ménagère.
6. Nommez votre distraction préférée et dites pourquoi elle vous plaît.
7. Mentionnez trois choses que vous prenez d'habitude à votre petit déjeuner.
8. Que doit-on faire pour éviter les accidents de la route ?
9. Qu'est-ce qu'un touriste ?
10. Dans quelle circonstance se sert-on de l'expression : "Au revoir" ?

B

Dans les phrases suivantes, remplacez chacun des mots en italique par un *verbe*, de façon à exprimer la même idée. Faites tous les autres changements nécessaires.

(Exemple : sa *conduite* a été déplorable ... il s'est conduit d'une façon déplorable.)

1. On nous a fait un bon *accueil*.
2. Nous regrettons beaucoup son *départ*.
3. Beaucoup de monde attendait *l'arrivée* du train.
4. *L'enseignement* des verbes est très difficile.
5. Il a voulu faire la *comparaison* des deux livres.
6. J'ai cherché un *abri* contre la pluie.
7. Il y a eu une grande *chute* de neige.
8. Ma plus grande *crainte*, c'est que vous arriviez avant moi.

[TOURNEZ]

C

Employez chacune des expressions suivantes dans une petite phrase, de façon à en montrer la signification :
à moins que, laquelle, davantage, actuellement, je me réjouis, la veille, nullement, ce qui, depuis que, autant.

D

Dans une composition de 100 à 120 mots, expliquez à votre camarade pourquoi vous ne pouvez pas lui prêter la somme d'argent qu'il vous demande.

E

Traduisez en français :

1. You must not give it to him ; he might not know what to do with it.
2. Please return my book to me when you have finished reading it.
3. The lesson I remember most easily is the one on the subjunctive.
4. Many of the most interesting things are the most difficult to learn.
5. I was not particularly interested in what he was saying.
6. She must have known something about it ; otherwise she would have kept silent.
7. They do not usually get home until rather late.
8. We live four miles from the school ; that is why it takes us so long to get there.

F

Traduisez en français :

Corsica is a very wild country and the inhabitants have strange customs. If there is a vendetta between two families, a great many people may be killed without anyone knowing precisely how or why.

Two Corsicans once met in Italy and became very good friends, but as soon as they got back to their island they began to hate each other because their families had been enemies for more than three hundred years. They did all they could to be unpleasant to each other. Finally, one of them was found so severely wounded that he died soon after. His daughter Colomba thought she knew who had murdered her father. She wrote to her brother once every three months, begging him to return from the north of France, but although he asked for leave he could not get it.

After reading *Colomba*, I am no longer astonished at anything that happens in Corsica. Unless you know the country, it may seem an incredible story. However, I prefer it to many other stories I have read.

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UPPER SCHOOL (GRADE XIII)

LITTERATURE FRANCAISE

1. Donnez de mémoire *deux* des passages suivants :

(a) *Le lac*, par Lamartine, les douze vers commençant à "O lac ! l'année. . .";

(b) *Athalie*, Acte II, Sc. 5, les quatorze vers commençant à "Ses malheurs n'avaient point. . .";

(c) *Saison des semailles : le soir*, par Victor Hugo.

2. Répondez à la question (a) et à *une* des questions (b) ou (c):

(a) Exprimez en vos propres mots le sujet de *deux* des morceaux suivants :

(i) Loti : *Une tempête* ;

(ii) Chénier : *Derniers vers* ;

(iii) Corneille : *Parle, parle, Seigneur*.

(b) Rien n'est plus enchanteur qu'une belle nuit d'été à Saint-Petersbourg. . .

Montrez, en décrivant trois éléments du tableau, comment Joseph de Maistre développe cette pensée.

(c) Heureux qui pour la *Gloire* ou pour la *Liberté*,
Dans l'*orgueil de la force* et l'*ivresse du rêve*,
Meurt ainsi, d'une *mort éblouissante* et brève !

(i) Rappelez en vos propres mots les faits qui précèdent cette conclusion.

(ii) Expliquez les parties en italiques.

3. Commentez le passage suivant aux points de vue du *fond* et de la *forme* :

Le sang pur versé tant de fois
Pour la fraternité rêvée
Attiédit le bronze où des lois
La lettre, qui tue, est gravée.

Un jour les coeurs, tous envahis
Par le grand flux d'amour qui monte,
De s'être si longtemps haïs
N'auront plus que surprise et honte.

[TOURNEZ]

Il nous semble que le présent
N'offre que rapine et carnage,
Toujours pourtant il en surnage
Un nouveau dogme bienfaisant.

Toujours les causes magnanimes
Ont leur triomphe, lent ou prompt :
Fumés par le sang des victimes,
Les oliviers triompheront !

4. Une comparaison entre la littérature française au *début* du XVIIIe siècle et la littérature canadienne-française du XXe siècle n'a rien de trop désobligeant pour le Canada français.

Commentez ce jugement de M. Séraphin Marion, l'auteur des *Lettres canadiennes d'autrefois*.

5. Dans *Athalie*, le grand personnage, ou plutôt l'unique, c'est Dieu.

Commentez cette assertion de Sainte-Beuve, en rappelant *trois* événements de la tragédie.

6. Il faut que sur le trône un roi soit élevé,
Qui se souviennne un jour qu'au rang de ses ancêtres
Dieu l'a fait remonter par la main de ses prêtres,
L'a tiré par leur main de l'oubli du tombeau,
Et de David éteint rallumé le flambeau.

(a) Dans quelles circonstances ces paroles furent-elles prononcées ?

(b) Expliquez les deux derniers vers de cet extrait.

7. Ni le goût de la gloire, ni celui de l'aviation n'ont été pour rien dans son premier départ, venu de sa seule volonté de *servir* ; ils ne seront pour rien dans le dernier, pareillement imposé par sa seule volonté de *servir*.

Montrez, en une quinzaine de lignes, que ce jugement de Henry Bordeaux peint bien le caractère de Georges Guynemer.

OU

Nommez le personnage du *Blé qui lève* que vous préférez et donnez, en une quinzaine de lignes, les motifs de votre choix.

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UPPER SCHOOL (GRADE XIII)

COMPOSITION FRANCAISE

N. B. *Le candidat ne doit inclure, dans sa copie, rien qui puisse indiquer l'endroit où il subit son examen.*

1. Employez dans une phrase chacun des mots suivants pour en indiquer la signification exacte : *meute, palpiter, lutrin, gué, esclandre, correctif, grief, mimique, joncher, filière.*

2. Commentez le morceau suivant aux points de vue du *fond* et de la *forme* :

LA TOLÉRANCE

...Célébrer la tolérance, oui, c'est depuis cent cinquante ans un lieu commun : mais soyez persuadés que ce lieu commun n'est jamais hors de propos. La tolérance est une vertu excessivement difficile. Elle est plus difficile pour quelques-uns que l'héroïsme...

Vous lisez sans doute aussi les jeunes revues. Pratiquons, mes chers camarades, la tolérance en littérature. Que ceux qui ont de vingt à trente ans ne se hâtent pas trop de traiter d'imbéciles ou de malfaiteurs littéraires ceux qui en ont quarante ou un peu plus. Ils reconnaîtront un jour qu'ils exagéraient... Les jeunes gens doivent songer qu'ils seront probablement traités par leurs cadets comme ils traitent aujourd'hui leurs aînés ; c'est presque une loi, une condition du progrès, chose oscillatoire, que les générations s'opposent entre elles en se succédant.

Mais nous aussi, les vieux, soyons tolérants pour les jeunes. Reconnaissons ce qu'il peut y avoir de générosité et de désintéressement dans leurs intransigeances. Craignons qu'une certaine paresse d'esprit ou la peur d'être dupes ne nous rende aveugles et étroits. Oui, il est vrai que les jeunes découvrent des choses depuis longtemps découvertes... et que, par conséquent, les jeunes sont moins jeunes qu'ils ne disent. Oui, il est vrai que tout recommence. Mais il est vrai aussi que rien ne recommence de la même façon et que tout se renouvelle en recommençant...

[TOURNEZ]

La tolérance serait aussi le salut en politique. Elle est la grâce des intelligences vraiment libres. Notez que souvent—outre des sentiments très bas—il y a, dans le fanatisme politique, une sorte d'archaïsme inconscient. Presque toujours l'intolérance est un legs du passé : elle s'exerce en vertu d'opinions qu'on a reçues et qu'on oublie de contrôler. Beaucoup de ces opinions sont de purs anachronismes... Nous continuons à être divisés parce que nos pères le furent jadis ; et cela, quand tout est changé, quand les causes historiques de ces divisions ont disparu. Et le triste de l'affaire, c'est qu'on est beaucoup plus intolérant pour défendre les opinions que l'on a héritées ou que l'on accepte comme le mot d'ordre d'un parti que pour soutenir celles qu'on a essayé de se faire tout seul ; car alors on sait par expérience ce qui s'y mêle d'incertitude...

La tolérance que j'ai louée n'est point l'indifférence, ni le dilettantisme, ni la paresse. Au contraire. Elle exige un grand effort, une perpétuelle surveillance de soi. Elle s'allie très bien avec les convictions fortes, et c'est parce qu'elle en connaît le prix qu'elle ne consent point à les haïr chez les autres. Elle implique le respect de la personne humaine. La tolérance enfin, c'est bien un des noms de l'esprit critique ; mais c'est aussi un des noms de la modestie et de la charité. Elle est la charité de l'intelligence...

3. Écrivez une composition d'une page et demie à deux pages (environ 300 mots) sur l'un des sujets suivants :

- (a) Champlain revoit l'Ontario en 1947.
- (b) Conversation entre le fil et l'aiguille.
- (c) Notre équipe de balle molle (ou de gouret).
- (d) Le programme d'études que je mettrais en vigueur.
- (e) Ma fleur préférée.

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UPPER SCHOOL (GRADE XIII)

GERMAN AUTHORS—COMPREHENSION

NOTE. *No part of this paper is to be translated into English.*

A

Beantworten Sie auf deutsch 10 der folgenden Fragen über „Meine sämtlichen Werke“!

1. Was für Zeugnisse erhielt Slezak in der Schule?
2. Was ist ihm am Tage seines Eintritts in die Armee passiert?
3. Nennen Sie zwei andere Berufe, in denen er sein Glück probiert hat, bevor er zum Theater kam.
4. Was wollte Slezak in Bayreuth tun?
5. Warum bekam Slezak eine Angst, als er eine Depesche erhielt, daß er zum Kammerjäger ernannt worden wäre?
6. Wie zeigte sich die Begeisterung Slezaks nach der Geburt seines ersten Kindes?
7. Was machte den Kindern im Prater, dem berühmten Park in Wien, ein großes Vergnügen?
8. Warum liebte Slezak von allen Tieren den Hund am meisten?
9. Warum haßte er seine Mitpassagiere auf dem Dzeandampfer?
10. Warum setzte Gretel das Badezimmer unter Wasser?
11. Wie erklärte der Agent Glimmer unserem Sänger das Angebot eines Grundstücks in Montreal?
12. Erzählen Sie, wie es beim Probefingen zugeht.

B

Beantworten Sie auf deutsch folgende Fragen über:

(a) Goethes „Der Sänger“.

1. Beschreiben Sie den Schauplatz der Handlung.
2. Welchen Lohn bietet der König dem Sänger?
3. Welche Bitte stellt der Sänger?
4. Aber was ist der höchste Lohn, den ein Sänger erhalten kann?

[OVER]

(b) Schillers „Der Handschuh“.

1. Um was für ein Kampfspiel handelt es sich?
2. Was denken die Zuschauer von der Tat des Ritters?
3. Wie verhält sich Fräulein Kunigunde, nachdem der Ritter den Handschuh zurückgebracht hat?
4. Welchen Eindruck macht des Fräuleins Benehmen auf den Ritter?

C

Von den anwendig gelernten Gedichten schreiben Sie Storms „Die Stadt“!

D

Ohne zu übersetzen, beantworten Sie auf deutsch die untenstehenden Fragen!

Der Diener führte den Jüngling in ein Zimmer und ging, ohne weiter ein Wort zu sagen, rückwärts wieder hinaus. An dem Tisch dieses Zimmers saß der Oheim Viktors ganz allein und aß. Er steckte in einem weiten, großgeblühten Schlafrock und hatte ein rotes, goldgerändetes Käppchen auf.

„Ich bin nun schon beim Nachtschisch,“ sprach er zu dem eintretenden Jüngling, „du hast lange auf dich warten lassen, ich habe meine festgesetzte Stunde, wie es die Gesundheit erfordert, und gehe davon nicht ab. Man wird dir gleich etwas auftragen. Setze dich auf den Stuhl, der mir gegenüber steht.“

„Die Mutter und der Vormund lassen Euch viele Grüße sagen“, hob Viktor an, indem er mit dem Mänzlein auf dem Rücken stehen blieb und zuerst die Aufträge seiner Angehörigen, dann seine eigene Ehrerbietung und Begrüßung darbringen wollte.

Der Oheim aber tat mit beiden Händen einen Zug durch die Luft und sagte: „Ich kenne dich ja schon an dem Angesicht — so fange an, hier zu sein, wohin ich dich eingeladen habe und wo ich dich als meinen Gast erkenne. Wir sind jetzt bei dem Essen, daher setze dich nieder und iß. Was sonst noch alles zu tun ist, wird schon geschehen.“

Viktor legte also sein Mänzlein auf einen Stuhl, den Wandersstab lehnte er in einen Winkel, und dann ging er gegen den angewiesenen Stuhl. Der alte Mann, dem er gegenüber saß, hielt sein mageres Angesicht gegen den Teller nieder, und das Angesicht rötete sich während des Essens. Dem Jüngling war das wohlwollende Herz,

daß er hierher hatte bringen wollen, erstickt, und er saß stumm dem Verwandten gegenüber, der ebenfalls stumm in dem Geschäfte seines Essens fortfuhr. Für Viktor war indessen eine Suppe gebracht worden, von welcher er aß. In dieser Zeit waren von einem alten Weibe nach und nach so viele Speisen für ihn herbeigetragen worden, daß er in Verwunderung geriet. Er aß davon, bis er satt wurde, dann ließ er das übrige stehen, schenkte sich von dem Wasser, das in einer kristallischen Flasche von derselben alten Frau, die aufwartete, alle Augenblicke erneuert wurde, ein und erkannte, daß er nie ein so vortreffliches, frisches und starkes Wasser getrunken habe.

1. Beschreiben Sie die beiden Hauptpersonen, die wir in dieser Episode kennen lernen, nach Alter, Verwandtschaft, und Benehmen.
2. Wie lange kennen sie einander schon?
3. Womit ist der Oheim am Anfang der Episode beschäftigt?
4. Warum hat er nicht auf Viktor gewartet?
5. Was war Viktors erste Pflicht, bevor er sich setzen durfte?
6. Welchen Eindruck machte die stumme Mahlzeit auf Viktor?
7. Worin sind die beiden Diener dem jungen Viktor behilflich?
8. Was für Aussichten auf einen angenehmen Besuch beim Oheim hat der Jüngling?

E

Geben Sie auf deutsch den Inhalt dieser Erzählung in ungefähr 85 Worten!

Die ewig grüne Tanne

Mitten im Schwarzwald steht eine Tanne, die ist gegen zweitausend Jahre alt, doch sie sieht aus, als wäre sie erst siebenzig oder achtzig. Sie verändert sich nie. Obwohl sie wie jede andere Tanne in jedem Frühjahr ihren neuen Trieb hat, wächst sie doch nicht, sondern bleibt, wie sie ist. Sie wird niemals eingehen, auch wird es niemals geschehen, daß ein Förster sie schlagen läßt. Wer ein Beil gegen sie aufhebt, dem wird das Beil aus der Hand fallen, und der Arm wird lahm werden. In dieser Tanne wohnt ein Zauber nämlich der, daß jeder, der in der Welt in Not geraten ist und in der Angst und Trübnis seines Herzens in den Wald geht, um Ruhe und Rat zu suchen, zu dieser Tanne gelangen kann und, sobald er über ihren Wurzeln oder unter ihren Zweigen steht, unversehens zur Einsicht kommt, was er in seiner Not zu beginnen hat.

[OVER]

Es findet nicht jeder den Weg zu dieser Tanne. Wenn aber ein armer und rechtschaffener Mensch von der Geldgier der Reichen in Bedrängnis und Verzweiflung getrieben ist, also daß böse Gedanken ihn anfechten, oder wenn einer, der guten Willens ist, von sich nicht weiß, welchen Weg er zu gehen hat, um beim Guten zu bleiben, so wird ein solcher Mensch, wenn er in seiner Herzensnot ins Holz geht, zu dieser Tanne gelangen, und er wird dort Ruhe und Rat finden. Er weiß dann nicht, woher ihm die neue Zuversicht gekommen ist, doch er hat wieder Mut und wird allmählich Herr seiner Not.

Department of Education, Ontario

Annual Examinations, 1947

UPPER SCHOOL (GRADE XIII)

GERMAN COMPOSITION

A

Übersetzen Sie ins Deutsche !

1. They have taken a long trip and have not got home yet.
2. If he has to travel by street-car he will arrive late.
3. They told us that the country was rich in gold but poor in courage.
4. You are to stay here, until you are proud of your German.
5. If they intend to marry this year, they will have to work very hard.
6. He could not have pleased everyone, even if he had tried.
7. After a while the father sat down beside his son.
8. We waited a long time for the pen which he had promised us.
9. She asked him to put his hat and gloves on the table.
10. It may be that he entered the house without seeing her.

B

Übersetzen Sie ins Deutsche !

Herr Slezak does not tell us much about his sorrows. He seems to see the amusing side of everything at once and is constantly playing jokes on his colleagues. There must have been many difficult times in his life, especially when he was young and often hungry, and then later, when he had to learn so much of the art of singing. Perhaps these unpleasant experiences only made him enjoy a joke all the more. His family life was apparently a very happy one; his wife had been an opera singer herself and could understand his work, and his children seem to have been one of the most important sources of his happiness and good humour. The only thing which he did not like was travelling on the ocean. Unfortunately it was frequently necessary for him to do so.

[OVER]

C

Schreiben Sie einen Aufsatz (ungefähr 100 Worte) über eines der folgenden Themen:

- (a) Ein Abend in der Oper;
- (b) Herr Slezak zu Hause.

D

Gebrauchen Sie jedes der folgenden Wörter je einmal in einem Satz, der ihren Sinn deutlich angibt!

zumute	irgend	draußen
auseinander	gar	gerade
was für	gelingen	
jemand	doch	

E

Schreiben Sie im Passiv!

1. Gines Tages ruft man Slezak aus Telephon. Ein Herr aus Wien hat ihm ein Grundstück geschenkt.
2. Slezak entdeckte einen Schwindel dahinter, aber die Polizei hat den Schwindler nicht gefunden.
3. Der Sänger wird kein Geld dafür bezahlen, weil der Schwindler ihn betrogen hat.

F

Schreiben Sie im Imperfekt!

Der Hauptmann geht aus dem Zimmer, und die Soldaten bleiben allein. Samazal steht vor seinem Bett und blickt mich verstört an. Ich trete vor ihn hin und will ihn töten. Ich töte ihn nicht und weiß mir keinen Rat.

G

Gebrauchen Sie eine passende Form des Adjektivs in Klammern, wo nötig die des Komparativs oder des Superlativs!

1. Es ist während der Militärzeit viel (gut), wenn man für keine (dumm) Rekruten verantwortlich ist.
2. Es war die (hoch) Zeit, daß Slezak eine Erklärung fand.
3. Die (einfach) Erklärung ist oft die (gut).
4. Er ist der (dumm) Rekrut in der Kompanie.
5. Das (nah) Mal sang er eine echt (Wagnerisch) Arie.

H

Setzen Sie die richtige Form des Adjektivs vor jedes Hauptwort!

Einige neu — Kollegen von Slezak standen in dem dunkel —
Gang des Neu — Theaters und behaupteten, daß ihr jung — Freund
Brunner einen hoch — Orden von der reizend — Fürstin erhalten
habe. Alle älter — Künstler waren empört über dieses schamlos —
Bubenstück.

Department of Education, Ontario

Annual Examinations, 1947

UPPER SCHOOL (GRADE XIII)

SPANISH AUTHORS—COMPREHENSION

NOTE. *No part of this paper is to be translated into English.*

A

El Capitán Veneno.

Contéstese en español :

1. ¿Cómo justificó el doctor su envidiable reputación?
2. Nómbrense dos cosas que pidió el Capitán a las señoras en la casa de doña Teresa.
3. ¿Qué tipo de hombre era el Marqués de los Tomillares?
4. ¿En qué parte de España había nacido la gallega?
5. ¿Por qué no informó el Marqués a D. Jorge que pensaba dejarle su caudal?
6. ¿Por qué había dado Angustias calabazas a un boticario?
7. ¿Qué es la jota aragonesa?
8. ¿Quién era la guipuzcoana?
9. ¿Por qué llama el autor impenitente solterón al Capitán?
10. ¿De qué quería hablar a solas con el Capitán doña Teresa antes de morirse?
11. ¿Qué día es la antevíspera de un santo?
12. ¿Cómo descubrió Angustias el engaño de D. Jorge después de la muerte de su madre?
13. ¿Para qué le pidió D. Jorge a Angustias diez años de plazo?
14. ¿Qué es la villa y corte?

B

—¡No se sonría V., señorita; que eso es burlarse de un pobre enfermo, incapacitado de huir para librarla a V. de su presencia! (continuó diciendo el herido con algún asomo de melancolía.) —¡Harto sé que les pareceré a Vds. muy mal criado; pero crean que no lo siento mucho! ¡Sentiría, por el

[OVER]

contrario, que me estimasen Vds. digno de aprecio, y que luego me acusasen de haberlas tenido en un error! — ¡ Oh! Si yo cogiera al infame que me ha traído a esta casa, nada más que a fastidiar a Vds. y a deshonrarme. . .

— Trajámosle en peso yo y la señora y la señorita. . . (pronunció la gallega, a quien habían despertado y atraído las voces de aquel energúmeno.) El señor estaba desangrándose a la puerta de casa, y entonces la señorita se ha condolido de él. Yo también me condolí algo. Y, como también se había condolido la señora, cargamos entre las tres con el señor, que ¡ vaya si pesa, tan cenceño como parece!

El Capitán había vuelto a amostazarse al ver en escena a otra mujer; pero la relación de la gallega le impresionó tanto que no pudo menos de exclamar:

— ¡ Lástima que no hayan Vds. hecho esta buena obra por un hombre mejor que yo! ¿ Qué necesidad tenían de conocer al empecatado *Capitán Veneno*?

Angustias seguía sonriéndose con exquisita gracia.

Entre tanto, la elegíaca gallega decía lacrimosamente:

— ¡ Pues más lástima le daría al señor si supiese que la señorita fué en persona a llamar al médico, y que, cuando la pobre iba por mitad del arroyo, tiráronle un tiro que. . . mire V. . . le ha agujereado la basquiña!

— Yo no se lo hubiera contado a V. nunca, señor Capitán, por miedo de irritarlo. . . (expuso la joven entre modesta y burlona, o sea bajando los ojos y sonriendo con mayor gracia que antes.) Pero, como esta Rosa se lo habla todo, no puedo menos de suplicar a V. me perdone el susto que causé a mi querida madre, y que todavía tiene a la pobre con calentura.

Contéstese en español:

1. ¿ Emplearon las mujeres alguna cosa para transportar al Capitán a su casa?
2. ¿ Qué estaba haciendo la gallega cuando empezó a hablar el Capitán?
3. ¿ De qué se enteró el Capitán al hablar la gallega?
4. ¿ Por qué había que socorrer desde luego al Capitán?
5. ¿ Por qué las sorprendió a las mujeres que pesara tanto?
6. ¿ Cuándo se enfadó de nuevo el Capitán?
7. ¿ Recibió una herida la señorita Angustias?
8. ¿ Cuál fué la causa de la fiebre de su madre?

C

El veterano, que había dejado una pierna en la guerra, había dejado después, poco hacía, en un tejado del palacio, un brazo, con ocasión de apagar un incendio. No importaba; con lo que le quedaba, Ramón lo dirigía todo, lo vigilaba todo.

Diego, al verle de tal modo lisiado, le puso un mote que hizo sonreír a su esposa la duquesa, poco amiga también de aquellas confianzas de los criados; le llamó el Torso, porque apenas le quedaba más que el tronco, y ése, viejo y arrugado, aunque fuerte como una encina.

Poco antes de morir, don Juan llamó a su hijo a su lado. El pobre viejo, rendido ya en el lecho en que iba a expirar, no sentía ahora la energía que en otro tiempo le hizo ser dueño absoluto en su casa. A los pocos días de llegar don Diego, Ramón, ya caduco también, tuvo que entregar el poder; el señorito muy amado, que no dejaba de quererle a él, pero a distancia, le hizo entender bien claramente que se había equivocado si creía que aquel trato familiar de amos y criados que don Juan había impuesto, era ley natural del mundo; el verdadero respeto, la verdadera lealtad a los amos, consistía en otra cosa; en saber guardar la decorosa distancia que hay de clase a clase.

En adelante cada cual volvería a su sitio; él, Ramón, pues era jardinero, volvería a sus jardines, viviría en el Pabellón de la Glorieta, que estaba en un altozano, a lo último del parque.

Contéstese en español :

1. ¿ Cómo llegó a ser cojo el veterano ?
2. ¿ Qué parte de un palacio es el tejado ?
3. ¿ Con qué se suele apagar un incendio ?
4. ¿ De qué modo estaba lisiado el veterano ?
5. ¿ Qué mote le puso Diego a Ramón ?
6. ¿ Cómo mostraba Ramón, en su aspecto, que era viejo ?
7. ¿ Por qué se le compara con una encina para indicar que era fuerte ?
8. ¿ Por qué tuvo Ramón que entregar el poder ?
9. ¿ Cuál, según la opinión del señorito, debiera ser el trato de amos y criados ?

[OVER]

D

Así, el coche delante, y Martín y Bautista detrás, subieron a Cestona; y, al llegar aquí, el coche dió una vuelta rápida, y, poco después, echó un fardo al suelo.

— Es algún contrabandista — dijo Martín.

Efectivamente, lo era; hablaron con él, y el hombre les confesó que había estado dispuesto a dispararles, al ver que le perseguían. Marcharon los tres a la posada, ya hechos amigos, y Martín fué a ver a un carlista de la calle Mayor.

Era el día lluvioso y frío; la carretera ondulaba por entre campos verdes; no se veía el monte Itzarráiz entre la bruma. El río, crecido, iba de color de ocre. Se detuvieron en Lasao, en la posesión de un barón carlista, a hacer que su administrador firmara un documento, y siguieron bordeando el río Urola...

Aquí el trabajo era bastante grande, y tardaron en terminarlo. Al anochecer estuvieron ya libres, y, como preferían no quedarse en pueblos grandes, tomaron un camino de herradura que subía al monte Hernio y fueron a dormir a una aldea llamada Regil.

El tercer día, de Regil cogieron el camino de Vidania, y llegaron a Tolosa, en donde estuvieron unas horas.

Contéstese en español :

1. ¿ De qué dedujo Martín que el hombre era contrabandista ?
2. ¿ Por qué pensaba tirarles el contrabandista a Martín y Bautista ?
3. ¿ Para qué sirve una posada ?
4. ¿ Durante qué estación estaban viajando Martín y Bautista ?
¿ Cómo se sabe ?
5. ¿ Por qué estaba el río de color de ocre ?
6. ¿ Por qué no se fueron de Lasao antes del anochecer ?
7. ¿ Por qué fueron a dormir a Regil ?
8. Indíquese, de algún modo, la pronunciación de la *c* de *poco*, la *d* de *estado*, la *e* de *aldea*, y la *g* de *Regil*.
9. Escribese la primera persona del plural del presente de subjuntivo de *perseguían*, *preferían*, *cogieron*.
10. Defínanse en español *crecido*, *bordeando*.
11. Dése la tercera persona del singular del presente de subjuntivo de *anochecer*.

Department of Education, Ontario

Annual Examinations, 1947

UPPER SCHOOL (GRADE XIII)

SPANISH COMPOSITION

NOTE: *All numbers in the sentences are to be written in words.*

A

Tradúzcase al español :

1. How much did they read since Saturday afternoon ?—They assured me that they had read the first five hundred pages.
2. When we saw her, she had just bought a sewing-machine.
3. We left our overcoats in the room because it was not very cold.
4. Do not take the yellow handkerchief to her. It is torn.
5. We had to cut the wire ; it was too long.
6. I approached his house but did not dare to knock at the door.
7. He is sorry we did not enjoy ourselves at the dinner.
8. She does not walk as quickly as her nephew, but she often walks with me.
9. We shall go out as soon as possible, as we are in a hurry.
10. That accident prevented him from arriving before we came.

B

En las siguientes oraciones escribanse palabras españolas que completen el sentido :

1. ¿ Se quedará usted mucho tiempo aquí ? Me quedaré — las siete.
2. Las montañas entre España y Francia son — .
3. Es una compañía de seguros — incendios.
4. ¿ A — estamos ? Estamos a cinco de septiembre.
5. Tenía los ojos — de lágrimas.

[OVER]

6. Necesito un neumático — repuesto.
7. Nació en — Haya.
8. No quiero ponerme el sombrero, porque no me — .
9. Espero recibir una — a mi carta.
10. Hay que pegar un — en el sobre.

C

Empléese cada una de las siguientes palabras en una oración española, de modo que esté claro su significado :

alfombra ; listo ; regalo ; despacio.

D

Pónganse en forma afirmativa :

- (1) no te vayas ; (2) no lo hagas ; (3) no seas orgulloso.

E

Tradúzcase al español :

At first the Captain seemed to lack confidence and was not satisfied with anything that the women said or did. In spite of their efforts, they did not succeed in overcoming his stubbornness. He never addressed them with the respect which they deserved. However, in his heart he realized what they had done for him and was grateful to them for it. In time, knowing how kind they were, he became accustomed to them and his manners changed somewhat. He even displayed affection for the widow now and then. But he continued to treat Angustias as his mortal enemy, even though she no longer provoked him by smiling whenever he became annoyed.

F

1. Dése en español lo contrario de :

ponerse (la camisa) ; bonito ; lo ajeno ; estrecho.

2. Dense en español sinónimos de :

enviar ; rostro ; hallar ; chico ; colorado.

G

Escríbase en español una carta de unas *cien* palabras sobre *Un viaje*.

Department of Education, Ontario

Annual Examinations, 1947

UPPER SCHOOL (GRADE XIII)

ITALIAN AUTHORS—COMPREHENSION

NOTE. *No part of this paper is to be translated into English.*

A

Gli innovatori che nei secoli decimo secondo e decimo terzo si servirono nelle scritture della lingua parlata ricorsero naturalmente al dialetto della propria regione, al quale conferirono così un certo valore letterario. Senonchè
5 fin da principio si manifestò una marcata tendenza al livellamento dei vari dialetti, in quanto ognuno cercava di scrivere in modo da farsi capire non solo dai suoi concittadini ma anche oltre i confini della propria regione. In principio nessun dialetto poteva vantare una supremazia sugli altri.
10 Ma nel Trecento vissero tre Toscani le cui opere trionfarono per tutta l'Italia. La lingua di queste opere era il dialetto toscano di quel tempo. Molti scrittori non toscani imitarono quella lingua che aveva rivelato tanta potenza di dominio. La propagazione del toscano in ogni parte d'Italia fu pure
15 agevolata dalla favorevole posizione geografica della Toscana. E l'uso generale del toscano diede all'Italia per la prima volta una comune lingua letteraria moderna, una lingua che si poteva dire veramente italiana.

I. Rispondano in italiano alle domande seguenti :

1. Perchè gli scrittori scrissero in un dialetto ?
2. Che è un dialetto ?
3. Perchè sparirono i vari dialetti ?
4. Quale dialetto trionfò ?
5. Chi furono i tre grandi scrittori del Trecento ?
6. Perchè sono importanti questi tre ?
7. Che cosa è il Trecento ?
8. Che è la posizione geografica della Toscana ?
9. Quale influsso ebbe la geografia sulla lingua ?
10. Che è l'origine della lingua italiana moderna ?

[OVER]

II. Scrivano :

1. la prima persona plurale di *ricorsero* (l. 3);
2. la terza persona singolare di *conferirono* (l. 4);
3. la prima persona singolare del passato remoto di *scrivere* (l. 6);
4. la terza persona singolare del presente indicativo di *capire* (l. 7);
5. la prima persona plurale di *vissero* (l. 10).

III. Scrivano il singolare di: *gli innovatori* (l. 1), *nei secoli* (l. 1), *nelle scritture* (l. 2), *dai suoi concittadini* (l. 7), *le cui opere* (l. 10).

IV. Riferendo ai suoni inglesi indichino la pronunzia di *c* in *decimo*, *c* in *trecento*, *qu* in *quella*, *g* e *g* in *geografica*. Indichino anche dov'è l'accento in ciascuna di queste parole.

B

Fece fermare l'automobile al principio della via, e s'incamminò a piedi verso il negozio del gioielliere. Voleva ritirare egli stesso il braccialetto di rubini e smeraldi che intendeva offrire a Fiamma, della quale ricorreva il compleanno quel giorno. Fiamma aspettava nell'automobile, sbirciando nella strada da uno sportello e odorando di tratto in tratto le rose che teneva in fascio sulle ginocchia.

Il gioielliere, Italo Crestini, non appena vide il principe varcar la soglia, gli corse incontro :

— Signor principe. Credo che il signor principe sarà contento ! — disse, inchinandosi molto. — Non è più un braccialetto : è un capolavoro di grazia, una meraviglia di buon gusto e di lusso !

Corse di nuovo dietro il banco e aprì sotto gli occhi di don Ariberto Gasca un astuccio, di velluto dentro, di cuoio russo fuori.

— Il signor principe è contento ? — interrogò il gioielliere.

Don Ariberto levò il braccialetto dalla sua custodia, lo girò prendendolo con gli indici e i pollici, lo mise contro luce, mentre Italo Crestini seguiva ansioso ogni movimento di lui.

— Bene, — disse Ariberto.

Estrasse il portafoglio e pagò ; fece scivolare l'astuccio in una tasca della giacca, e abbozzato un cenno di saluto col suo sorriso elegante e freddo, si volse.

Uscito dal negozio, Ariberto si diresse alla sua automobile. Seguivano in linea, dopo quello del gioielliere, un negozio di stoffe, un negozio di cappelli per signora, e infine una grande macelleria. Guardò l'insegna sulla bottega: *Beccuti Rinaldo, carni di prima qualità*. A due passi da questa, Ariberto si fermò per accendere una sigaretta; e mentre stava lì, udì una voce rauca interpellarlo:

— Come va il signor principe? Sono suo zio. Lo zio Rinaldo.

— Ah! — disse freddamente Ariberto.

V. Rispondano in italiano alle domande seguenti:

1. Perchè andò il principe dal gioielliere?
2. Dov'era il braccialetto e dove lo mise il principe?
3. Di che colori era il braccialetto?
4. Che è un principe?
5. Che cose si sanno di questo principe?
6. Che vuol dire "compleanno"?
7. Chi era nell'automobile e che faceva questa persona?
8. Che cosa si vende in una macelleria?
9. Come il principe salutò suo zio?
10. Perchè lo salutò così?

C

Giotto (1276-1336) fu il primo grande pittore italiano, ed il vero creatore della pittura. Aveva ingegno vivacissimo e arguto e si divertiva spesso nel fare graziose burle (*tricks*). Una volta, quando era ancora giovinetto e stava con il pittore Cimabue, dipinse una mosca sul naso di una figura fatta dal suo maestro, così naturale che pareva vera e viva. Quando il maestro tornò per rimettersi al lavoro, fece per cacciare con la mano la mosca, ma la mosca non si mosse. Cimabue ripeté parecchie volte la prova, fino a che s'accorse dell'errore e tutti risero.

È famoso la storia dell'O di Giotto.

Il Papa voleva far eseguire nella basilica di San Pietro alcune pitture e mandò a Siena e a Firenze un suo cortigiano per raccogliere opere dai più esperti pittori.

Il cortigiano si presentò naturalmente anche nello studio di Giotto e gli espose il desiderio del Papa.

[OVER]

Giotto prese un foglio, ed in quello, con un pennello tinto di rosso, fermato il braccio al fianco per farne compasso, e girata la mano, fece un tondo che fu a vederlo una meraviglia. Ciò fatto, ridendo, lo consegnò al cortigiano dicendogli: "Ecco il disegno da mandare al Papa."

Quegli si credè burlato e disse: "Questo solo?"

E Giotto: "Questo è assai e troppo." Il cortigiano se ne andò incerto e malcontento. Ma quando il Papa seppe in qual modo era stato fatto quel circolo perfetto, capì quanto Giotto fosse eccellente nell'arte sua e la chiamò a Roma a dipingere in San Pietro.

VI. Rispondano in italiano alle domande seguenti:

1. Chi fu Giotto?
2. In quali secoli visse Giotto?
3. Chi fu Cimabue?
4. Come Giotto mostrò a Cimabue l'eccellenza della sua arte?
5. Dove abita il Papa?
6. Perchè il cortigiano del Papa visitò Giotto?
7. Che cosa Giotto mandò al Papa?
8. Che pensò il Papa del disegno?
9. Come il Papa mostrò il suo piacere?
10. Che è San Pietro?

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UPPER SCHOOL (GRADE XIII)

ITALIAN COMPOSITION

NOTE. *All numbers in the sentences are to be written in words.*

I. Scrivano le frasi seguenti sostituendo un pronome per ogni espressione in parentesi :

1. Egli viene a conoscere (l'umanità).
2. Chiudiamo (la finestra) !
3. Chiedo (il libro) (a mio fratello).
4. Margherita fu contenta di parlare (delle sue vacanze) (alle sue sorelle).
5. Il maestro andò (dal suo studente) perchè era ammalato.

II. Completino le frasi seguenti con la forma corretta del verbo in parentesi :

1. Altri monarchi (volgere) poi i loro sguardi sulla Penisola.
2. Nel 961 Ottono I (assumere) il titolo di Re d'Italia.
3. Queste due istituzioni (dominare) il medioevo.
4. Dopo quell'anno i comuni (potere) procedere all'unificazione d'Italia se non (essere) gelosi.
5. Era naturale che una condizione così anormale non (potere) durare più.
6. Se ci fosse tempo noi (andare) a Palermo.
7. Le ragazze (uscire) per andare a pranzare in città.
8. Domani Riccardo (alzarsi) presto.
9. Appena la nave (passare) lo stretto, il mare diventò meno calmo.

III. Scrivano il contrario di :

vendere, ricco, dimenticare, vicino, allegro, contento, mai, buono, lento, dormire.

IV. Usino l'espressioni seguenti in brevi frasi per indicarne bene il significato :

andare in fretta; aver luogo; sull'imbrunire; provare gusto a; a squarciagola.

[OVER]

V. Scrivano in italiano una descrizione (100 parole almeno) di *uno* degli eventi seguenti :

(a) il Palio di Siena (si possono usare le idee seguenti: festa — contrade — corsa — cavalli — corteo — costumi — bandiere — piazza — pista).

(b) una visita in una casa italiana.

VI. Traducano in italiano :

1. Our colleagues were waving their handkerchiefs to show us their pleasure at our arrival.

2. In Florence the artists have shops in the oldest streets, where they help their young friends.

3. All Italians ought to be proud that Italy has contributed to the world so many masterpieces of art and architecture.

4. Although I am exhausted, I must go out because I need several things which have come to my mind during the morning.

5. That traveller has seen the bay of Naples hundreds of times and he says that it is more enchanting than the Riviera.

6. How do you know that this story is true?—He told it to me; do you not believe it? — Tell it to us again and we shall not fail to tell you what we think.

7. I shall be glad when these examinations are finished, because it is hot and I like to go swimming in the cool waters of the lake.

VII. Traducano in italiano :

The two girls had done good work that year, and their father, a lawyer, decided to take them with him when he took a trip to the United States. He booked a passage on one of the best ships, and on Wednesday, June the seventeenth, they embarked and left Genoa, expecting to arrive in New York the following week. It was an interesting trip, because every day there were many sports on the deck and in the gymnasium. If they had thought that there would be nothing to do, they would have been mistaken. On board a ship one does many things which one does not do at home. From ten o'clock until noon they took exercises, and at one o'clock they went down to the dining-room for lunch. Among the passengers the girls found some of their mother's friends who were also travelling to America for the first time. They were sorry that they had not known them before. After several days, however, they were anxious to reach the harbour in order that they might enjoy the sights of a new country.

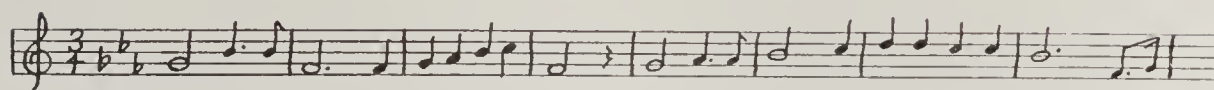
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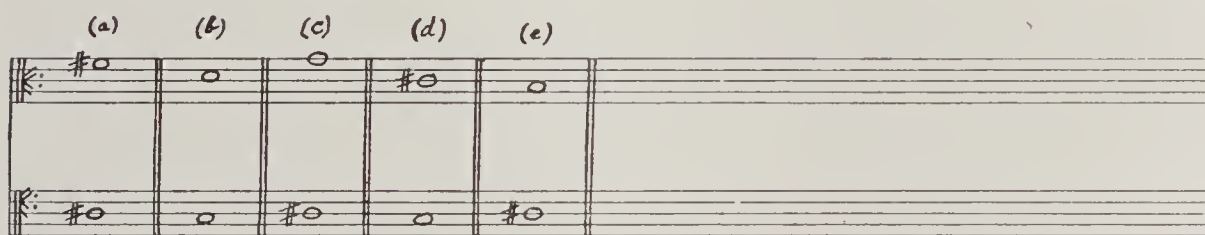
MUSIC

1. Rewrite the following, correcting any mistakes.



2. What Italian musical terms are used to indicate the *opposite* of (a) *accelerando*, (b) *presto*, (c) *staccato*, (d) *fortissimo*, (e) *diminuendo*?

3. (a) Name the following intervals:



- (b) Invert these intervals, using the *Bass* clef, and rename them.

4. Using G as the lowest note in each case, write examples of the Dominant Seventh and its inversions. Resolve each chord and write its key signature.

5. Define the following:

- (a) rondo;
- (b) etude;
- (c) sonata;
- (d) lied;
- (e) concerto.

6. Write a brief sketch of the life of Schubert, naming *six* of his songs.

[OVER]

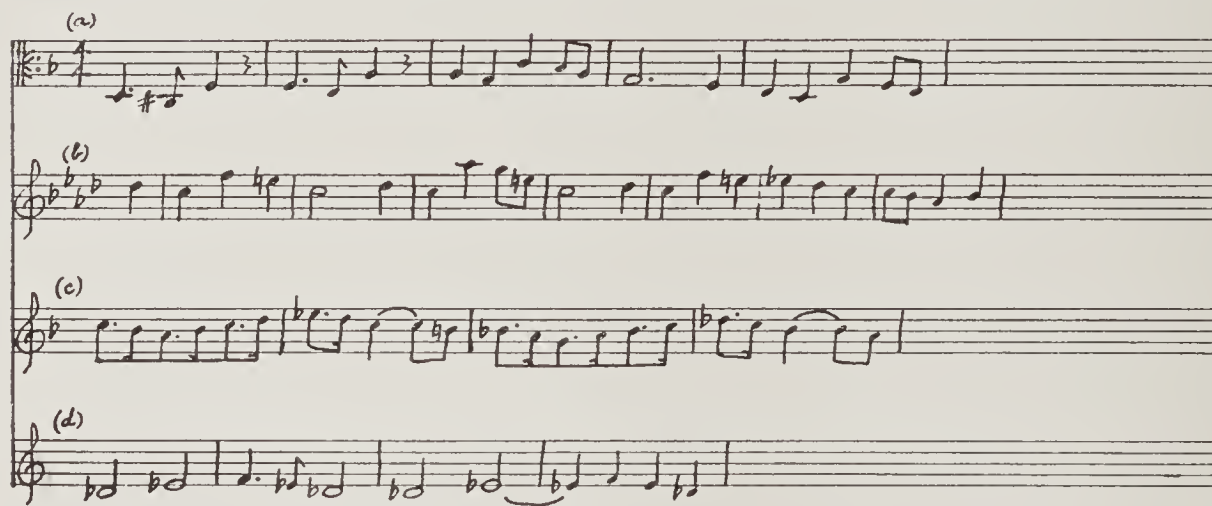
7. Name the *six* composers who, in your opinion, made the most important contributions to music during the nineteenth century. Give reasons for your choice.

8. Write an appreciation of about a page on Beethoven's "Sonata Pathétique".

9. (a) In Cesar Franck's Symphony in D Minor

- (i) point out *three* notable characteristics in the instrumentation ;
- (ii) describe the form used in each movement ;
- (iii) explain how the three movements are linked.

(b) Identify the four passages below, stating from which movement and from which part of the movement each is taken.



10. (a) Discuss the composition "Les Préludes" under the headings :

- (i) form ;
- (ii) meaning.

(b) Write a short account of the life of the composer.

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ENGLISH COMPOSITION

NOTE. *The candidate shall not use in his composition any name which might indicate his examination centre.*

1. Write an essay of a page and a half to two pages in length (about 250 to 350 words) on *one* of the following topics.

- (a) Intelligence in animals.
- (b) A hobby of mine.
- (c) The lighter side of life on the farm.
- (d) One of life's little tragedies (or comedies).
- (e) "Patriotism is not enough."
- (f) Courtesy in everyday life.

2. Define, and use correctly in sentences which bring out the meaning, any *five* of the following words: *immaculate, transmute, malevolence, imaginative, voracious, intimation, credible, incarceration, depredation, equivocal*.

3. Give the substance of the following passage, reducing it to about a third of its present length, that is, to not more than 125 words. Your version should be neatly written and connected in thought. It should contain the essential points of the original.

The real Byron at this period, though he had his moods of passionate melancholy, was far from being habitually joyless and unfriendly. He was prone to extremes, as might have been expected from the descendant of such ancestry. He came of turbulent kin on both sides. He was tempestuous in all his feelings, extreme in anger and extreme in affection, in melancholy and in mirth, but the pendulum

[OVER]

swung as often to the one side as to the other. For every height there is a hollow. We hear of his fits of ungovernable temper in his childhood, of his silent, sullen rages, of his falling in love at the age of eight with such precocious intensity that years afterwards the mention of the marriage of the girl nearly choked him with jealous fury. But there is a brighter side to the picture, though that is not so often dwelt upon. Those who were set in authority over him, from his nurse, Mary Gray, to his tutor at Harrow, found him extremely sweet-tempered and affectionate when they treated him with kindness. He was by no means unruly when he was not thwarted and misunderstood in his playful advances. Like all people of extreme sensibility, he was exacting in his claims for a return of affection, and quick to take offence when the response was not as ardent as he thought he had a right to expect from the warmth of his overtures. It is not a good constitution of mind for happiness in this world, where individuals are not always ready to reciprocate; but it is as far removed as possible from the hard, sullen temperament that remains sealed up in its own gloom, impervious to any touch of kindness. Byron is often described as a morbid egotist; but his egotism, if such it is to be called, took the form of an intense longing for sympathy: it was not, at least, a cold self-contained egotism, or an egotism that demands more than it is willing to give, but an intemperate craving for an interchange of kindly offices, apt to be chilled or embittered only when it meets with an irresponsible or hostile object.

William Minto: *The Literature of the Georgian Era*. (adapted)

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UPPER SCHOOL (GRADE XIII)

ENGLISH LITERATURE

NOTE 1. *After the name of the subject on the outside of the envelope, the candidate shall insert the name of the play by Shakespeare referred to in his answers to questions 1 and 2.*

NOTE 2. *The candidate will note that an option is allowed in question 8.*

1. (a) Describe the final stage of the action in the play by Shakespeare which you have studied.

(b) Show how the events at this final stage are caused by the principal situations depicted earlier in the play and by the qualities of the main characters as revealed in those situations.

2. Select from the play which you have studied a notable passage that is commonly quoted or referred to and account for the fact that it has remained significant since the time of Shakespeare.

(NOTE: *The passage selected should not be unduly brief. It should be clearly identified, but need not be reproduced in full.*)

3. (a) What were the economic and social changes against which Goldsmith protested in *The Deserted Village*?

(b) Show how *one* of these changes is described in such a way as to strengthen his protest.

4. (a) How is pathos deepened in *Sohrab and Rustum* as the story is brought from its climax to its conclusion?

(b) What qualities does Wordsworth's "happy warrior" exhibit in times of crisis and special responsibility?

[OVER]

5. Discuss and illustrate the merits of *one* of the following poems with respect to its use of descriptive details and its effect on the reader: *Trade Winds* (Masefield); *Dream River* (Marjorie Pickthall); *In Romney Marsh* (Davidson).

6. (a) State the thought in EITHER the extract from Tennyson's *In Memoriam* beginning "Dost thou look back on what hath been" OR Keats' *On First Looking Into Chapman's Homer*.

(b) Explain the poet's method of presenting his ideas in the poem selected.

7. State the theme of EITHER *The Case for the Artist* OR *On Hating Strangers* and show how the writer has developed this theme. (*Do not write a mere summary of the essay.*)

8. "Jane Austen's favourite attitude, we may even say her instinctive attitude, is, of course, that of the humorist."

Do you agree or disagree with this statement? Support your opinion by reference to the principal sources of interest in *Pride and Prejudice*.

OR

In *Maria Chapdelaine*, under what circumstances did Maria decide whether she would remain in the pioneer country she had known? State and account for her decision.

9.

THE SCARECROW

All winter through I bow my head
Beneath the driving rain;
The North wind powders me with snow
And blows me black again;
5 At midnight 'neath a maze of stars
I flame with glittering rime,
And stand, above the stubble, stiff
As mail, at morning-prime.
But when that child, called Spring, and all
10 His host of children, come,
Scattering their buds and dew upon
These acres of my home,
Some rapture in my rags awakes;
I lift void eyes and scan
15 The skies for crows, those ravening foes
Of my strange master, Man.

I watch him striding lank behind
His clashing team, and know
Soon will the wheat swish body high
20 Where once lay sterile snow ;
Soon shall I gaze across a sea
Of sun-begotten grain,
Which my unflinching watch hath sealed
For harvest once again.

— *Walter de la Mare.*

(a) State in a sentence the main theme of this poem.

(b) Discuss and illustrate the use of descriptive language in the poem as a means of making this theme interesting to the reader.

(c) Explain :

(i) "Some rapture in my rags awakes . . ." (l. 13).

(ii) "Soon shall I gaze across a sea
Of sun-begotten grain,
Which my unflinching watch hath sealed
For harvest once again." (ll. 21-24).

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UPPER SCHOOL (GRADE XIII)

HISTORY

NOTE: *FIVE* questions constitute a full paper. At least one question must be chosen from each Part.

PART A

1. State and discuss the causes of the American Revolution.
2. Show how the American Constitution of 1789 resembled and how it differed from the system of government which prevailed in Great Britain.

PART B

3. State and account for Lincoln's attitude towards slavery and towards the Civil War.
4. Describe the growth of industry in the United States from 1865 to 1935, explaining the causes and the significance of this growth.

PART C

5. Explain the causes of the unrest in Canada which led to the Rebellion of 1837.
6. Trace the growth of Canadian autonomy from the beginning of the First World War up to and including the passing of the Statute of Westminster.

[OVER]

PART D

7. Describe the rise of socialism in continental Europe, explaining its main aims.

8. Describe the chief social and economic problems of Great Britain, from the formation of the Bonar Law Government in 1922 to that of the National Government in 1931, explaining the policy of the Labour Party with respect to each of these problems.

9. Discuss the difficulties that have prevented the establishment of a strong republic in China.

10. Account for the decline of democracy in Europe from the end of the First World War to the beginning of the Second World War.

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UPPER SCHOOL (GRADE XIII)

ALGEBRA

NOTE. *A book of mathematical tables and a supply of squared paper may be obtained from the Presiding Officer.*

1. Establish the formula for the sum of the first n terms of a geometric progression whose first term is a and whose common ratio is r .

2. (a) Find the first four terms in the expansion of $(2+x)^{-2}$ in ascending powers of x .

(b) For what values of x does the expansion referred to in part (a) represent the function?

3. (a) Prove the Remainder Theorem.

(b) Derive the Factor Theorem and use it to show that

$$x^5 - x^4 - 3x^3 + x^2 + 3x - 2$$

is divisible by $x - 2$.

4. Find the arithmetic progression whose first term is 1 and whose seventh term is 10. Find the sum of the first 10 terms of this progression.

5. (a) Assuming that the equation

$$\frac{2x-3}{x^2-3x+2} = \frac{A}{x-a} + \frac{B}{x-b}$$

is an identity in x , find values for A , B , a , b . Using these values, plot the graphs of $\frac{A}{x-a}$ and $\frac{B}{x-b}$ referred to the same axes.

[OVER]

(b) If $f(x)$ denotes $\frac{2x-3}{x^2-3x+2}$, find

- (i) the value of x for which $f(x)=0$,
- (ii) a value of x for which $f(x)>1,000,000$.

(c) For the function of part (b) show that the equation

$$f(3-x) = -f(x)$$

is an identity in x .

6. The weight of a circular disc varies jointly as its thickness and the square of its radius. The thicknesses of two circular discs are in the ratio 9:8 and their weights are in the ratio 1:2. Find the ratio of the radii of the discs.

7. Solve the system of equations

$$\begin{aligned}x^2 + y^2 + z^2 &= 6, \\ xy &= 2, \\ x - y + z &= 0.\end{aligned}$$

8. A town council consists of a mayor and six aldermen. How many different committees of four can be formed (a) if the mayor is on each committee, (b) if the mayor is not on any committee?

9. Use the binomial theorem to calculate $\sqrt{98}$ correct to six significant figures.

10. A debt of \$1000, due on June 30, 1960, is to be provided for by making equal annual deposits in a bank on December 31 of each year from 1947 to 1959 inclusive. If the bank allows interest at the rate of 2% compounded semi-annually, find the annual deposit.

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UPPER SCHOOL (GRADE XIII)

GEOMETRY

NOTE. *Squared paper may be obtained, if desired, from the Presiding Officer.*

1. (a) Establish the formula for the perpendicular distance from the point (x_1, y_1) to the line $Ax + By + C = 0$.

(b) Apply this formula to find the length of the perpendicular from the origin to the line $y = kx + 3\sqrt{1 + k^2}$. If k is a parameter, what is the significance of the result?

2. The vertices of a triangle are $A(2, 5)$, $B(-4, -3)$, and $C(9, -14)$.

(a) Find the coordinates of the foot of the perpendicular from C to the side AB .

(b) Find the area of that part of the triangle which lies in the second quadrant.

3. Show by analytic geometry that the diagonals of a parallelogram bisect each other.

4. (a) Find the equation of the tangent at the point (x_1, y_1) on the circle $x^2 + y^2 = r^2$.

(b) Find the equation of the circle passing through the points $(-1, 3)$ and $(3, -5)$ and having its centre on the y -axis.

5. (a) Derive the equation of the parabola in the form $y^2 = 4px$.

(b) Tangents are drawn from $(-3, 4\frac{1}{2})$ to the parabola $y^2 = 12x$. Prove that the angle between them is a right angle.

[OVER]

6. A point moves so that the sum of its distances from $(-3, 0)$ and $(3, 0)$ is always equal to 10. Find in a simplified form the equation of its locus.

7. For the ellipse $\frac{x^2}{4} + \frac{y^2}{10} = 1$, find the equation of the diameter which bisects chords with slope $\frac{3}{2}$. Write the equation of the conjugate diameter.

8. Given the hyperbola $16x^2 - 9y^2 + 144 = 0$, find

- (a) the coordinates of its vertices,
- (b) the coordinates of its foci,
- (c) the equations of its asymptotes,
- (d) the equation of its conjugate hyperbola.

9. Solve the following pair of equations and, with the aid of a sketch, interpret the results geometrically :

$$\begin{aligned} xy &= 1, \\ x + y &= 2. \end{aligned}$$

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UPPER SCHOOL (GRADE XIII)

TRIGONOMETRY AND STATICS

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. (a) Without using tables, find the numerical value of (i) $\tan 480^\circ$, (ii) $\cos \frac{5}{4}\pi$, (iii) $\cot 270^\circ$, (iv) $\log_8 32$.

(b) Taking $\pi = 3.1416$, find, correct to four significant figures, the number of radians in $123^\circ 18'$.

2. (a) Express $(\sec x + \tan x - 1)(\sec x - \tan x + 1)$ in terms of $\tan x$.

(b) Find formulas for *all* values of the angle x which satisfy the equation $\sin 5x - \sin x = 0$.

(c) List *all* the angles in your answer to part (b) which lie in the interval $-90^\circ \leq x \leq 90^\circ$.

3. (a) If A , B , and $A + B$ are positive acute angles, obtain from a diagram the formula expressing $\cos(A + B)$ in terms of the sines and cosines of A and B .

(b) Without using tables, find the value of (i) $\tan 105^\circ$, (ii) $\tan 22^\circ 30'$.

4. (a) Prove that the formula $a^2 = b^2 + c^2 - 2bc \cos A$ holds for a triangle when A is (i) an acute angle, (ii) an obtuse angle, (iii) a right angle.

[OVER]

(b) A regular polygon of n sides is circumscribed about a circle of radius r . Prove that

(i) the perimeter of the polygon is $2nr \tan \left(\frac{180^\circ}{n} \right)$;

(ii) the area of the polygon is $nr^2 \tan \left(\frac{180^\circ}{n} \right)$.

5. (a) The number of seconds required for a complete oscillation of a simple pendulum l cm. long is given by $T = 2\pi\sqrt{l/g}$. Use logarithms to find T for a pendulum 99.34 cm. long. (Take $g = 980.4$ and $\pi = 3.1416$.)

(b) In a triangle, $a = 49.72$, $A = 72^\circ 43'$, and $B = 47^\circ 21'$. With the aid of logarithms, calculate the two remaining sides and the area of the triangle, each to four significant figures.

6. (a) Two forces making an angle of 120° with each other have a resultant of 180 pounds which makes an angle of 30° with one of them. Find the magnitudes of the two forces.

(b) A body weighing 500 pounds is on the point of sliding down a rough plane inclined at 30° to the horizontal. If the plane is tilted so that its inclination is 60° , find the smallest force which, applied parallel to the plane, will prevent the body from sliding.

7. (a) State conditions necessary and sufficient for the equilibrium of n parallel forces.

(b) A thin uniform wire 34 inches long is bent in the form of a letter **L**, the two straight portions being 24 inches and 10 inches long. Find the position of its centre of gravity.

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UPPER SCHOOL (GRADE XIII)

BOTANY

1. (a) Describe a plant of the Liliaceae giving
 - (i) its common and its scientific name,
 - (ii) its important general features,
 - (iii) a detailed description of its flower,
 - (iv) reasons for placing it in the Liliaceae.
- (b) State the characteristics of (i) Compositae, (ii) Cruciferae.
- (c) Describe the fruit of one representative of each of
 - (i) Rosaceae,
 - (ii) Ranunculaceae.
2. (a) Make a labelled drawing of a normal green plant cell.
- (b) Describe
 - (i) the male gametophyte of an angiosperm at fertilization time,
 - (ii) the female gametophyte of a gymnosperm at fertilization time,
 - (iii) a root cell which has developed an absorbing hair.
- (c) Describe the structure of the male and the female reproductive organs of a moss (or a liverwort).
3. (a) Describe an experiment to demonstrate transpiration.
- (b) Show how transpiration is limited in
 - (i) a deciduous tree in winter,
 - (ii) a pine tree in winter,
 - (iii) a mature potato tuber.
- (c) Describe the adaptation for pollination in
 - (i) the Scrophulariaceae,
 - (ii) the Compositae.

[OVER]

4. (a) Make a labelled diagram of a cross-section of a monocotyledonous stem.

(b) State how the stem is adapted to holding leaves up to light in

- (i) a corn plant,
- (ii) a tree,
- (iii) a climbing vine.

(c) By means of a labelled diagram, show the location of the various tissues found in the root-hair zone of a young root.

5. (a) Discuss *photosynthesis* and *respiration* in plants under the following headings :

- (i) types of plants in which these occur ;
- (ii) importance to the plant ;
- (iii) time of occurrence.

(b) (i) Name four *secondary* functions of leaves.

(ii) Describe leaf adaptations to any *one* secondary function.

6. (a) Describe the structure of a mushroom and its mode of reproduction.

(b) Give the common habitats, one for each, of

- (i) a mushroom,
- (ii) a lichen,
- (iii) a yeast,
- (iv) the summer stage of a rust.

(c) Explain the beneficial effects of bacteria in

- (i) decay,
- (ii) nitrogen fixation.

7. (a) Red colour is dominant over white in sweet peas. State the ratio shown by the offspring with respect to these colours when

- (i) a red hybrid pea is crossed with a pure line red pea,
- (ii) a red hybrid pea is self-fertilized.

(b) Explain segregation on the basis of reduction division.

(c) Naming the organ, or organs, in which the processes occur, show at what stage the chromosome number in a fern is (i) reduced, (ii) increased.

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UPPER SCHOOL (GRADE XIII)

ZOOLOGY

1. (a) State three ways in which annelids resemble and three ways in which they differ from arthropods.

(b) Outline the life history of a crayfish.

(c) (i) What three characteristics are used to distinguish one Order of insects from another?

(ii) On the basis of these characteristics differentiate the Lepidoptera from the Orthoptera.

2. (a) (i) How does the amoeba (or the paramoecium) differ structurally from all other animals you have studied? To what Phylum does it belong?

(ii) How does the amoeba (or the paramoecium) obtain and digest its food?

(b) Make a labelled diagram of the digestive tract of man, showing the connections of the various digestive glands.

(c) Name three functions of the liver.

3. (a) (i) Name in order all the structures through which a blood corpuscle will pass in its course from the right arm to the left kidney of a mammal.

(ii) Indicate the changes in the composition of the blood as it follows this course.

(b) What is lymph?

(c) Distinguish between red blood cells and white blood cells with respect to (i) size and form, (ii) abundance, (iii) function.

4. (a) You unwittingly prick your finger on a thorn and automatically jerk your hand away from it, even before becoming conscious of the pain. With the aid of a diagram, explain what has occurred in your body to account for this response.

[OVER]

(b) A bus driver is responsible for the operation of his bus and for the safety of his passengers. With reference to these duties, state

- (i) how a vitamin may affect his ability to drive at night,
- (ii) which of his endocrinal glands shows increased activity in an emergency,
- (iii) what part of his brain should function before he increases the speed of his bus.

(c) Name functions, *one* for each, for any *five* of cerebellum, iris, medulla, tympanic membrane, autonomic nervous system, cochlea, Eustachian tube, and retina.

5. (a) Contrast the teeth of a herbivorous animal such as the squirrel with those of a carnivorous animal such as the dog.

(b) (i) For mammals, state how the atlas and the axis differ from lumbar vertebrae. (ii) What functions do the atlas and the axis perform?

(c) State how the wing of a bird is adapted for flight.

6. (a) Compare a fish and a frog with respect to (i) breathing organs, (ii) method of breathing.

(b) Make a labelled drawing to show the human kidneys, the renal blood vessels, and the connections of the kidneys with the other parts of the excretory tract.

7. (a) (i) Describe the mode of locomotion of the earthworm.

(ii) By what process is food churned and moved along its digestive tract?

(b) Distinguish between (i) pepsin and trypsin, (ii) anabolism and katabolism, (iii) crop and gizzard.

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UPPER SCHOOL (GRADE XIII)

PHYSICS

1. (a) Draw an optical diagram to illustrate the action of an astronomical telescope and derive a formula for its magnifying power.

(b) The focal length of the objective of the Yerkes Observatory telescope is 62 ft. and that of the eyepiece is 0.5 inches. Find the magnifying power of the telescope.

2. (a) Explain how an air column may vibrate in unison with a tuning fork so as to produce a marked increase in intensity of the sound.

(b) The air column in a narrow tube 33.4 cm. long, closed at one end, is in resonance with a tuning fork of 256 vibrations per sec. From these data, calculate the velocity of sound in air.

(c) Calculate the next two higher frequencies of forks for which resonance would be obtained with the tube of (b).

3. With the aid of a diagram, describe an experimental method of determining the wave-length of sodium yellow light and show how the wave-length can be calculated from the experimental results.

4. (a) What are the essential features of a diode radio tube? With the aid of a circuit diagram, describe an experiment to demonstrate its operation.

(b) Describe an experiment to illustrate the penetrating power of X-rays.

5. An advertisement states that one cent's worth of electrical energy at a rate of $1\frac{1}{4}$ cents per kilowatt-hour will operate a curling-iron for 28 hours, or a washing-machine for 3 hours, or a waffle-iron for 1 hour. Calculate the current for each of these appliances operating on a 120-volt circuit.

[OVER]

6. (a) Define the following units: *foot-pound*, *watt*, *horse-power*.

(b) A man cycling up a hill at the rate of 6 miles per hour rises 1 foot in each 15 feet travelled. Find the rate at which he is working if the total weight of the man and the bicycle is 180 pounds.

7. (a) Derive a formula for the kinetic energy of a moving body in terms of its mass and velocity.

(b) A pile driver of mass 500 pounds falls freely a distance of 16 feet onto a pile and is stopped without rebound in a distance of 2 inches. Calculate the average force on the pile.

8. (a) Describe an experimental method of determining the acceleration due to gravity.

(b) A body is thrown vertically downward with an initial velocity of 400 cm. per sec. Find (i) the distance traversed in the third second, (ii) the velocity when it has fallen a distance of 9440 cm.

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UPPER SCHOOL (GRADE XIII)

CHEMISTRY

The candidate will note that an option is allowed between questions 8 and 9.

1. (a) State what is *observed* in each of the following experiments :

(i) sodium hydroxide solution is added to aluminium chloride solution until no further change occurs ;

(ii) hydrogen sulphide is bubbled into silver nitrate solution ;

(iii) 1 cc. of concentrated cupric bromide solution is slowly diluted with water to the volume of a litre ;

(iv) sulphur dioxide is bubbled into dilute potassium permanganate solution until no further change occurs ;

(v) iron filings are dropped into a solution containing both ferric chloride and hydrochloric acid.

(b) Write equations representing the reactions in any *four* of the experiments referred to in (a).

2. "Carbon, silicon, tin, and lead are members of a group of elements showing a transition from non-metallic to metallic."

(a) Justify the grouping of these elements by showing a gradation in *two physical* properties of these elements.

(b) (i) Write formulae for common oxides, one for each of these elements. (ii) Compare the *chemical* natures of these oxides to show the transition from non-metallic to metallic.

3. Define the following and give one example of each :

(a) destructive distillation ;

(b) amphoteric oxide ;

(c) emulsion ;

(d) hydrogenation of an oil ;

(e) hydrogen ion.

[OVER]

4. In the "contact process" for making sulphuric acid, sulphur dioxide and oxygen unite in the presence of finely divided platinum to form sulphur trioxide; the reaction is exothermic and reversible.

(a) Why is the platinum used?

(b) State and explain how the equilibrium concentration of sulphur trioxide would be affected by increasing (i) the temperature, (ii) the pressure.

5. (a) Describe tests, one for each, for the detection of the following ions in solution: sulphate, bromide, zinc, copper.

(b) For each of the following substances give the formula and one use:

calcium cyanamide, aluminium sulphate, hydrogen peroxide, phosphorus pentoxide, acetylene.

6. (a) (i) Compare the chemical compositions of fats, proteins, and carbohydrates. (ii) Name two examples of each class.

(b) (i) Describe an experiment designed to show the action of saliva on starch. (ii) Write an equation for the reaction.

(c) Write formulae for *sucrose*, *chloroform*, *cellulose*, *ethyl alcohol*.

7. (a) An excess of barium chloride solution was added to 25 cc. of a sulphuric acid solution; the resulting precipitate was filtered off, dried, and found to weigh 1.165 grams. Express the concentration of the acid solution (i) in grams per litre of solution, (ii) in equivalents per litre of solution (normality).

(O = 16; H = 1; S = 32; Ba = 137)

(b) Calculate the volume of carbon dioxide at 27°C. and 760 mm. produced by treating 2.76 grams of potassium carbonate with an excess of sulphuric acid solution.

(C = 12; K = 39)

Answer either question 8 or question 9.

8. With the aid of equations, describe the production of sodium carbonate by the Solvay process.

OR

9. With the aid of equations, describe the production of pure zinc metal from zinc sulphide ore.

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UPPER SCHOOL (GRADE XIII)

LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English :

(a) Quid ? quod salus sociorum summum in periculum ac discrimen vocatur, quo tandem animo ferre debetis? Regno est expulsus Ariobarzanes rex, socius populi Romani atque amicus; imminent duo reges toti Asiae, non solum vobis
5 inimicissimi, sed etiam vestris sociis atque amicis; civitates autem omnes cuncta Asia atque Graecia vestrum auxilium exspectare propter periculi magnitudinem coguntur; imperatorem a vobis certum deprecari, cum praesertim vos alium miseritis, neque audent neque se id facere sine summo periculo
10 posse arbitrantur.

(b) Quare etiam si quem habetis, qui collatis signis exercitus regiones superare posse videatur, tamen, nisi erit idem, qui se a pecuniis sociorum, qui ab eorum coniugibus ac liberis, qui ab ornamentis fanorum atque oppidorum, qui
15 ab auro gazaque regia manus, oculos, animum cohibere possit, non erit idoneus qui ad bellum Asiaticum regionumque mittatur. Ecquam putatis civitatem pacatam fuisse, quae locuples sit? ecquam esse locupletem, quae istis pacata esse videatur? Ora maritima, Quirites, Cn. Pompeium non solum propter rei
20 militaris gloriam, sed etiam propter animi continentiam requisivit.

2. Account for the case of *animo* (l. 2), *regno* (l. 2), *signis* (l. 11).

3. Account for the mood of *miseritis* (l. 9), *videatur* (l. 12).

4. What are the chief qualities for which Cicero praises Pompey?

B

5. Translate into English :

(a) iamque ad Messapi socios tendebat; ibi ignem deficere extremum et religatos rite videbat carpere gramen equos; breviter cum talia Nisus (sensit enim nimia caede atque cupidine ferri)

[OVER]

- 5 'absistamus,' ait, 'nam lux inimica propinquat.
'poenarum exhaustum satis est; via facta per hostes.'
multa virum solido argento perfecta relinquunt
armaque craterasque simul pulchrosque tapetas.

(b) hoc caverat mens provida Reguli
10 dissentientis condicionibus
 foedis et exemplo trahentis
 perniciem veniens in aevum,
si non periret immiserabilis
captiva pubes. 'signa ego Punicis
15 adfixa delubris et arma
 militibus sine caede' dixit
'derepta vidi; vidi ego civium
retorta tergo bracchia libero
 portasque non clausas et arva
20 Marte coli populata nostro.

6. (a) What happens immediately after the incident described in 5 (a) to justify the fear expressed by Nisus?

(b) What does Horace seek to teach by the example of Regulus?

7. Write out *iamque...videbat* (ll. 1, 2) and *hoc...aevum* (ll. 9-12). Mark the scansion. Name the metres.

C

8. Translate into English:

(*The Suebi are deterred from making an attack by Caesar's
vigorous measures.*)

Interim paucis post diebus Ubii Caesarem certiores faciunt Suebos omnes in unum locum copias cogere atque eis nationibus quae sub imperio eorum sint imperare ut auxilia peditatus equitatusque mittant. His cognitis rebus rem frumentariam providet, castris idoneum locum deligit; Ubiis imperat ut pecora abstant suaque omnia ex agris in oppida conferant, sperans barbaros atque imperitos homines inopia frumenti adductos ad iniquam pugnandi condicionem posse deduci; mandat, ut crebros exploratores in Suebos mittant quaeque apud eos gerantur cognoscant. Illi imperata faciunt et paucis diebus intermissis referunt: Suebos omnes, postquam certiores de exercitu Romanorum facti sint, cum omnibus suis sociorumque copiis, quas coegissent, ad extremos fines se recepisse: silvam esse ibi infinita magnitudine, quae appellatur Bacenis; ad initium eius silvae Suebos adventum Romanorum expectare constituisse.

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UPPER SCHOOL (GRADE XIII)

LATIN COMPOSITION AND CAESAR

1. Translate into English :

Caesar primum suo, deinde omnium ex conspectu remotis equis, ut aequato omnium periculo spem fugae tolleret, cohortatus suos proelium commisit. Milites e loco superiore pilis missis facile hostium phalangem perfregerunt. Ea disiecta
5 gladiis destrictis in eos impetum fecerunt. Gallis magno ad pugnam erat impedimento quod, pluribus eorum scutis uno ictu pilorum transfixis et colligatis, cum ferrum se inflexisset, neque evellere neque sinistra impedita satis commode pugnare poterant, multi ut diu iactato bracchio praeoptarent scutum
10 manu emittere et nudo corpore pugnare. Tandem vulneribus defessi et pedem referre et, quod mons aberat circiter mille passus, eo se recipere coeperunt. Capto monte et succedentibus nostris, Boii et Tulingi, qui hominum milibus circiter XV agmen hostium claudebant et novissimis praesidio
15 erant, ex itinere nostros ab latere aperto aggressi circumvenire, et id conspicati Helvetii, qui in montem sese receperant, rursus instare et proelium redintegrare coeperunt.

(a) Identify *disiecta* (l. 4), *aggressi* (l. 15).

(b) Account for the mood of *tolleret* (l. 2), *praeoptarent* (l. 9), *circumvenire* (ll. 15, 16).

(c) Account for the case of *Gallis* (l. 5), *impedimento* (l. 6), *vulneribus* (l. 10).

(d) Give the principal parts of *perfregerunt* (l. 4), *inflexisset* (l. 7), *claudebant* (l. 14).

2. Translate into Latin :

(a) Surely he was not made consul against Caesar's will ?

(b) You ought to have spared them.

(c) While the one hastened to Athens the other remained at Rome.

(d) Let the same messenger return home as soon as possible.

(e) Six days later he employed that soldier as a guide.

[OVER]

3. Translate into Latin :

(a) The refusal of the Haedui to send help at so critical a juncture was of great concern to Caesar.

(b) They do not doubt that they will be permitted to leave if they inform us about the treachery of Dumnorix.

(c) The general could scarcely restrain his men from attacking the rest of the enemy when they saw that three-quarters of them had crossed the river.

(d) If you were to order us to do so, we would persuade Labienus not to enlist two legions.

(e) They were all so terrified that no one dared to ask who had been the first to pay the penalty.

4. Translate into Latin :

As soon as Caesar realized towards which bank of the river Rhone the Helvetii were advancing, he sent his troops forward by means of forced marches to safeguard the towns of the Haedui from violence. But so bold was the plan of the Romans that, when a battle ensued, they were defeated. This, however, would not have happened, had Caesar not been left in the lurch by his allies, who had not come to his aid. Moreover, he was short of provisions as well, since the Haedui had not sent the grain they had promised. They were unable to do so (they said) since a certain man, even though he held no magistracy, was most influential in their tribe and had persuaded it not to remain loyal. Alarmed by such intrigues, Caesar now began to act with greater discretion and sent envoys to confer with the enemy. But the Helvetii were unwilling to discuss terms, since they suspected that he was waiting for reinforcements. Accordingly Caesar was still obliged to take precautions against any sudden attack by the enemy.

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UPPER SCHOOL (GRADE XIII)

FRENCH AUTHORS—COMPREHENSION

I. (a) Écrivez les formes suivantes :

- (i) participe passé de *plaire*, *découvrir*, *éteindre*, *produire*.
- (ii) présent de l'indicatif, troisième personne du singulier de *conquérir*, *bouillir*, *valoir*, *acheter*.
- (iii) imparfait de l'indicatif, deuxième personne du pluriel de *disparaître*, *croire*, *apercevoir*, *rire*.
- (iv) futur, première personne du pluriel de *mourir*, *envoyer*, *retenir*, *pouvoir*.

(b) (i) Copiez les mots suivants; soulignez ceux qui contiennent le son de l'*oi* du mot *moi*, puis entourez d'un cercle les mots qui ne le contiennent pas: *oignon*, *voyage*, *soyons*, *ouest*, *moyen*, *Louis*, *poêle*, *héroïne*.

(ii) Indiquez la division en syllabes: *agréablement*, *chevalier*, *enchantons*, *accepta*.

II. (a) Répondez **en français** et par des phrases complètes aux questions suivantes sur *Colomba*. Soyez bref.

1. Qui a commandé le bataillon corse à Vittoria ?
2. Pourquoi le matelot a-t-il refusé de chanter la *ballata* devant Orso ?
3. Quel incident a troublé les funérailles de la mère d'Orso ?
4. Quel cadeau Orso a-t-il reçu de miss Lydia avant de quitter Ajaccio ?
5. Comment Pietranera a-t-elle reçu son auge ?
6. Pourquoi Colomba a-t-elle fendu l'oreille du cheval d'Orso ?
7. Qu'est devenu à la fin le fusil anglais ?
8. Comment le lecteur apprend-il ce qui est arrivé au feuillet perdu du portefeuille du colonel ?

(b) Racontez la visite de Colomba et de miss Nevil à Orso dans le maquis (dix lignes à peu près).

[TOURNEZ]

III. Lisez avec soin les passages suivants, puis répondez **en français** aux questions qui les suivent. Écrivez *une phrase complète* pour chaque réponse, excepté (a) 13, 14 et (b) 11, 12.

(a) S'attendant à une seconde décharge, Orso fit quelques pas pour se placer derrière un des arbres brûlés restés debout dans le maquis. Derrière cet abri, il plaça son fusil entre ses genoux et le recharga à la hâte. Cependant son bras gauche
5 le faisait cruellement souffrir, et il lui semblait qu'il soutenait un poids énorme. Qu'étaient devenus ses adversaires ? Il ne pouvait le comprendre. S'ils s'étaient enfuis, s'ils avaient été blessés, il aurait assurément entendu quelque bruit, quelque mouvement dans le feuillage. Étaient-ils donc morts,
10 ou bien plutôt n'attendaient-ils pas, à l'abri de leur mur, l'occasion de tirer de nouveau sur lui ? Dans cette incertitude, et sentant ses forces diminuer, il mit en terre le genou droit, appuya sur l'autre son bras blessé et se servit d'une branche qui partait du tronc de l'arbre brûlé pour soutenir son fusil.
15 Le doigt sur la détente, l'œil fixé sur le mur, l'oreille attentive au moindre bruit, il demeura immobile pendant quelques minutes, qui lui parurent un siècle. Enfin, bien loin derrière lui, un cri éloigné se fit entendre, et bientôt un chien, descendant le coteau avec la rapidité d'une flèche, s'arrêta auprès
20 de lui en remuant la queue.

1. Pourquoi Orso s'est-il mis à l'abri d'un arbre ?
2. Comment s'est-il arrangé pour recharger son fusil ?
3. Quelle sensation éprouvait-il à ce moment-là ?
4. Qu'est-ce qu'il se demandait ?
5. Pourquoi croyait-il que ses ennemis étaient toujours là ?
6. Quelles étaient les explications possibles de leur silence ?
7. Quel effet ressentait-il de sa blessure ?
8. Pourquoi lui fallait-il poser son fusil sur la branche ?
9. A quoi sert la détente d'un fusil ?
10. Qu'est-ce qui a rompu le silence ?
11. Qu'est-ce qui indique que le chien connaissait Orso ?
12. Qu'est-ce qu'un *maquis* (l. 3) ?
13. Exprimez en d'autres termes : *se placer* (l. 2), *s'étaient enfuis* (l. 7), *assurément* (l. 8), *tirer* (l. 11), *demeura* (l. 16), *siècle* (l. 17), *éloigné* (l. 18), *coteau* (l. 19), *remuant* (l. 20).
14. Écrivez un substantif (nom) qui correspond à chacun des mots suivants : *attendant* (l. 1), *souffrir* (l. 5), *blessés* (l. 8), *appuya* (l. 13), *soutenir* (l. 14), *descendant* (ll. 18, 19).

(b) En face de la fenêtre, de l'autre côté du fossé, se dressait un grand arbre, plusieurs fois centenaire, dont les maîtresses branches s'étendaient presque horizontalement moitié sur la terre, moitié sur l'eau du fossé; mais il s'en
 5 fallait de huit ou dix pieds que l'extrémité du plus long branchage atteignît la muraille. C'était sur cet arbre qu'était basé le projet d'évasion de Chiquita. Elle tira d'une de ses poches une cordelette de crin, très fine, très serrée, mesurant
 10 de sept à huit brasses, la déroula méthodiquement sur le parquet; tira de son autre poche une sorte d'hameçon de fer qu'elle accrocha à la corde; puis, elle s'approcha de la fenêtre et lança le crochet dans les branches de l'arbre. La première fois, l'ongle de fer ne mordit pas et retomba avec la corde en
 15 sonnant sur les pierres du mur. A la seconde tentative, la griffe de l'hameçon piqua l'écorce et Chiquita tira la corde à elle et s'y suspendit de tout son poids. La branche accrochée céda autant que la flexibilité du tronc le permettait, et se rapprocha de la croisée de cinq ou six pieds. Alors Chiquita attachait la cordelette au châssis de la fenêtre par un noeud
 20 qui ne pouvait glisser et, soulevant son corps frêle avec une agilité singulière, elle se pendit des mains au cordage, et par des déplacements de poignets, eut bientôt gagné la branche qu'elle enfourcha dès qu'elle la sentit solide.

1. Que voulait faire Chiquita ?
2. Qu'est-ce qui se trouvait entre l'arbre et la muraille ?
3. Comment sait-on que l'arbre était très vieux ?
4. A quelle distance du mur étaient les plus longues branches ?
5. Comment Chiquita avait-elle pu cacher une si longue corde dans sa poche ?
6. Quels trois mots du texte servent à indiquer la forme de l'hameçon ?
7. Dans quelle intention Chiquita a-t-elle lancé l'hameçon dans le branchage ?
8. Pourquoi Chiquita ne pouvait-elle pas tirer la branche jusqu'à la fenêtre ?
9. Qu'est-ce qui aurait pu arriver si le noeud avait été coulant ?
10. Quelle preuve d'agilité a donnée Chiquita ?
11. Exprimez en d'autres termes: *se dressait* (ll. 1, 2), *maîtresses* (l. 3), *atteignît* (l. 6), *la muraille* (l. 6), *le parquet* (ll. 9, 10), *frêle* (l. 20), *dès qu'elle* (l. 23).
12. Écrivez un verbe appartenant à la même famille de mots que *crochet* (l. 12), *tentative* (l. 14), *poids* (l. 16), *noeud* (l. 19).

[TOURNEZ]

(c) Dans toute société, soit des animaux, soit des hommes, la violence fait les tyrans ; la douce autorité fait les rois. Le lion et le tigre sur la terre, l'aigle et le vautour dans les airs, ne règnent que par la guerre, ne dominent que par l'abus de la force et par la cruauté, au lieu que le cygne (*swan*) règne sur les eaux à tous les titres qui fondent un empire de paix — la grandeur, la majesté, la douceur ; avec des puissances, des forces, du courage, et la volonté de n'en pas abuser, et de ne les employer que pour la défense, il sait combattre et vaincre sans jamais attaquer : roi paisible des oiseaux d'eau, il brave les tyrans de l'air ; il attend l'aigle sans le provoquer, sans le craindre ; il repousse ses assauts en opposant à ses armes la résistance de ses plumes et les coups précipités d'une aile vigoureuse, et souvent la victoire couronne ses efforts. Au reste, il n'a que ce fier ennemi ; tous les autres oiseaux de guerre le respectent, et il est en paix avec toute la nature : il vit en ami plutôt qu'en roi au milieu des nombreuses peuplades des oiseaux aquatiques, qui toutes semblent se ranger sous sa loi ; il n'est que le chef, le premier habitant d'une république tranquille, où les citoyens n'ont rien à craindre d'un maître qui ne demande qu'autant qu'il leur accorde, et ne veut que calme et liberté.

Dans ce paragraphe l'auteur nous expose sa conception de la royauté. Faites connaître la nature de cette conception en indiquant

- (i) le caractère du roi,
- (ii) les sources de son pouvoir,
- (iii) pourquoi et comment il fait la guerre,
- (iv) la différence entre un roi et un tyran.

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UPPER SCHOOL (GRADE XIII)

FRENCH COMPOSITION

NOTE. All answers are to be written in French, all numbers in the sentences in words. No name shall be used which might indicate the examination centre.

A

Donnez en français par des phrases complètes la signification de *dix* mots ou expressions choisis parmi les suivants :

un célibataire, un ascenseur, un sac à main, un restaurant, un pourboire, de quoi écrire, accuser réception, un téléphone, une gare, une renommée de bonne cuisine, un terrain d'atterrissage, un menu.

B

Répondez en français, et par des phrases complètes, aux questions suivantes, ayant soin de remplacer par des pronoms les mots en italique Et de répondre affirmativement ou négativement selon les indications *oui* ou *non*.

1. Avez-vous jamais été *en France* ? (Non)
2. A-t-elle reçu *une lettre* ce matin ? (Oui)
3. Voulez-vous me présenter à *madame* votre mère ? (Oui)
4. Vous intéressez-vous beaucoup *aux parties de tennis* ? (Non)
5. Avez-vous remis *vos devoirs* au professeur ? (Non)
6. Est-ce *un dictionnaire* que vous avez là ? (Oui)
7. Si vous étiez parti en voyage, est-ce que vous penseriez souvent à *vos camarades* ? (Oui)
8. Avez-vous jamais préparé *des surprises* à vos parents ? (Oui)
9. Vous a-t-on volé *votre motocyclette* ? (Non)
10. Est-ce qu'il a gagné *ses 50,000 francs* ? (Non)

[TOURNEZ]

C

Récrivez chacune des phrases suivantes de façon à exprimer la même idée, en vous servant d'un autre mot ou d'une autre expression à la place des mots en italique. Faites tous les autres changements nécessaires.

1. Je *souhaitais* pouvoir le faire.
2. Il *a dû* oublier son rendez-vous.
3. Vous viendrez quand *il vous plaira*.
4. *On ne doit* jamais mentir.
5. Je *n'ai pas envie* d'y aller.
6. *Pour ma part*, pas d'hésitation.
7. En France, *on fait* beaucoup de cyclisme.
8. Je vous *téléphonerai* ce soir.
9. Vous *seriez bien gentil* de fermer la porte.
10. *Peut-être* qu'il viendra demain.

D

Dans une composition de 100 à 120 mots, expliquez à un camarade votre idée sur l'emploi le plus agréable que l'on puisse faire des vacances.

E

Traduisez en français :

1. What would you say if someone asked you to go with him to Mexico this summer ?
2. There were hundreds of cars at the entrance to the football field.
3. Is there no one who is willing to lend me the money I need ?
4. What surprises me is the time it takes to learn a few very simple rules.
5. There were large houses on each side of the street ; they must have cost a great deal to build.
6. I doubt that it is possible to do so much work in two hours.
7. When you see him, do not forget to ask him what he thinks of our new car.
8. Having arrived too early at the station, she did not know what to do until train time.
9. I did not expect to see you here. What train did you come by, and how long do you expect to stay ?
10. There is not a single seat left ; they are all taken. We shall have to come back some other time.

Traduisez en français :

In the Corsican village where Colomba was born, there were only small dark houses whose doors and windows were always shut. Seated on the doorstep, the girl would sing as she worked. It was a sad little song, for her brother had left the country to become a soldier in Napoleon's army. And so no song answered hers. What could she do to keep back her tears? For many years she had been waiting for her brother's return, and it was impossible for her to know what had become of him.

He ought not to have left her all alone, for her father and mother were both dead, and in the neighbourhood there were many dangerous people. Although three years younger than her brother, she knew how to protect herself, and always carried a dagger. One had to be brave to live in such a wild region.

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UPPER SCHOOL (GRADE XIII)

LITTÉRATURE FRANÇAISE

1. Donnez de mémoire *deux* des passages suivants :

(a) *Athalie*, Acte I, Sc. 1, les quatorze vers commençant à
“Celui qui met un frein . . .”;

(b) *Le cygne*, par Sully Prudhomme, les quatorze premiers vers ;

(c) *Athalie*, Acte IV, Sc. 3, les treize vers commençant à
“O mon fils, de ce nom . . .”.

2. Répondez à la question (a) et à *une* des questions (b) ou (c):

(a) Exprimez en vos propres mots le sujet de *deux* des morceaux suivants :

(i) Bordeaux : *La montagne en hiver* ;

(ii) Lamartine : *L'isolement* ;

(iii) Bossuet : *Éloge du Prince de Condé*.

(b) Monts gelés et fleuris, trône des deux saisons,
Dont le front est de glace et le pied de gazons !
C'est là qu'il faut s'asseoir, c'est là qu'il faut entendre
Les airs lointains d'un cor mélancolique et tendre.

(i) De quels monts s'agit-il ici ?

(ii) Pour quelle raison le poète choisit-il ces monts de préférence à d'autres ?

(iii) Donnez une appréciation de la valeur littéraire de cette strophe.

(c) Comparez, aux points de vue du *fond* et de la *forme*, les deux poèmes suivants : (i) *Saison des semailles : le soir*, par Hugo, (ii) *L'homme et la mer*, par Baudelaire.

3. Commentez le poème suivant aux points de vue du *fond* et de la *forme* :

Vous voulez, dites-vous, que partout la paix règne,
Pourquoi s'allument donc vos dévorants fourneaux ?
Et pourquoi vos soldats montent-ils aux créneaux ?
Est-ce pour éblouir ? Est-ce pour que l'on craigne ?

[TOURNEZ]

Le peuple est libre. Est-il un Dieu qui le contraigne
A promener vos chars, orgueilleux tyranneaux?
N'osez pas à sa chaîne ajouter des anneaux,
Il saurait la briser avant qu'on ne l'étreigne.

Votre gloire souvent germe dans les horreurs.
Comptez moins de soldats et plus de laboureurs,
La poitrine de l'homme est un rempart fragile.

O puissants ! faites taire et clairons et tambours,
Fermez vos codes faux et rouvrez l'Évangile,
Vous verrez que vos plans sont tracés à rebours.

4. En vous inspirant des *Lettres canadiennes d'autrefois*, Tome I, par M. Séraphin Marion, montrez que les lettres, les arts et les sciences du Canada français ont déjà inscrit quelques noms au tableau d'honneur de la culture et de la civilisation du XXe siècle.

5. Le caractère d'Athalie se manifeste dans toute sa farouche violence du commencement à la fin de la pièce.

Commentez cette assertion en rappelant *trois* incidents du drame.

6. Et votre *heureux larcin* ne se peut plus celer.
Des ennemis de Dieu la *coupable insolence*,
Abusant contre lui de ce *profond silence*,
Accuse trop longtemps ses *promesses* d'erreur.

(a) En quelles circonstances ces paroles furent-elles prononcées ?

(b) Expliquez les parties en italiques.

7. Sollicité un jour de choisir une devise, Guynemer prit celle-ci qui le peint tout entier : *Faire face*.

Commentez cette assertion de Henry Bordeaux, en rappelant *trois* incidents de la vie de Georges Guynemer.

OU

Je suis vieux, et cependant, voilà que je suis heureux pour la première fois.

Rappelez *trois* événements qui contribuèrent à transformer ainsi la vie de Gilbert Cloquet.

Department of Education, Ontario

August Examinations, 1947

UPPER SCHOOL (GRADE XIII)

COMPOSITION FRANCAISE

N. B. *Le candidat ne doit inclure, dans sa copie, rien qui puisse indiquer l'endroit où il subit son examen.*

1. Employez dans une phrase chacun des mots suivants pour en indiquer la signification exacte : *sablier, pépinière, cornée, aube, grillon, haletant, grade, crépiter, trafic, ulcère.*

2. Appéciez la valeur littéraire de la description suivante :

JÉRUSALEM

Au delà des deux mosquées et de l'emplacement du temple, Jérusalem toute entière s'étend et jaillit, pour ainsi dire, devant nous, sans que l'oeil puisse en perdre un toit ou une pierre, et comme le plan d'une ville en relief que l'artiste étalerait sur une table. Cette ville, non pas comme on nous l'a représentée, amas informe et confus de ruines et de cendres sur lequel sont jetées quelques chaumières d'Arabes ou plantées quelques tentes de Bédouins; non pas comme Athènes, chaos de poussières et de murs écroulés où le voyageur cherche en vain l'ombre des édifices, la trace des rues, la vision d'une ville: mais ville brillante de lumière et de couleur, présentant noblement aux regards ses murs intacts et crénelés, sa mosquée bleue avec ses colonnades blanches, ses milliers de dômes resplendissants sur lesquels la lumière d'un soleil d'automne tombe et rejaillit en poussière éblouissante, les façades de ses maisons teintes par le temps et par les étés de la couleur jaune et dorée des édifices de Paestum ou de Rome, ses vieilles tours gardiennes de ses murailles, auxquelles il ne manque ni une pierre, ni une meurtrière, ni un créneau, et enfin, au milieu de cet océan de maisons et de cette nuée de petits dômes qui les recouvrent, un dôme, noir et surbaissé, plus large que les autres, dominé par un autre dôme blanc: c'est le Saint-Sépulcre et le Calvaire; ils sont confondus et comme noyés, de là, dans l'immense dédale de dômes, d'édifices et de

[TOURNEZ]

rues qui les environnent, et il est difficile de se rendre compte ainsi de l'emplacement du Calvaire et de celui du Sépulcre, qui, selon les idées que nous donne l'Évangile, devrait se trouver sur une colline écartée hors des murs et non dans le centre de Jérusalem. La ville, rétrécie du côté de Sion, se sera sans doute agrandie du côté du nord pour embrasser dans son enceinte les deux sites qui font sa honte et sa gloire, le site du supplice du Juste et celui de la résurrection de l'Homme-Dieu.

Voilà la ville du haut de la montagne des Oliviers. Elle n'a pas d'horizon derrière elle, ni du côté de l'occident, ni du côté du nord. La ligne de ses murs et de ses tours, les aiguilles de ses nombreux minarets, les cintres de ses dômes éclatants, se découpent à nu et crûment sur le bleu d'un ciel d'Orient, et la ville, ainsi portée et présentée sur son plateau large et élevé, semble briller encore de toute l'antique splendeur de ses prophéties, ou n'attendre qu'une parole pour sortir toute éblouissante de ses dix-sept ruines successives, et devenir cette Jérusalem qui *sort du désert, brillante de clarté* !

C'est la vision la plus éclatante que l'oeil puisse avoir d'une ville qui n'est plus : car elle semble être encore et rayonner comme une ville pleine de jeunesse et de vie ; et cependant, si l'on y regarde avec plus d'attention, on sent que ce n'est plus en effet qu'une belle vision de la ville de David et de Salomon. Aucun bruit ne s'élève de ses places et de ses rues ; il n'y a plus de routes qui mènent à ses portes de l'orient ou de l'occident, du midi ou du septentrion ; il n'y a que quelques sentiers serpentant au hasard entre les rochers, où l'on ne rencontre que quelques Arabes à demi nus, montés sur leurs ânes, et quelques chameliers de Damas, ou quelques femmes de Bethléem ou de Jéricho, portant sur leur tête un panier de raisin d'Engaddi ou une corbeille de colombes qu'elles vont vendre le matin, sous les térébinthes, hors des portes de la ville . . .

3. Écrivez une composition d'une page et demie à deux pages (environ 300 mots) sur l'un des sujets suivants :

- (a) L'enseignement du dessin à l'école primaire.
- (b) Les bourses d'études : oeuvre nationale.
- (c) La musique que je préfère.
- (d) Droits et devoirs du citoyen canadien.
- (e) Une visite inattendue.

Department of Education, Ontario

August Examinations, 1947

UPPER SCHOOL (GRADE XIII)

GERMAN AUTHORS—COMPREHENSION

NOTE. *No part of this paper is to be translated into English.*

A

Beantworten Sie auf deutsch 10 der folgenden Fragen über „Meine sämtlichen Werke“!

1. Welchen großen Fehler hat Slezak bei Frau Wagner in Bayreuth gemacht?
2. Warum singt Slezak keine ungarischen Lieder mehr?
3. Welche Verbindung hatte die Familie Slezak mit dem Engel?
4. Wann schrieben die Kinder Wunschzettel?
5. Was war Slezaks größtes Vergnügen während der Sommerferien?
6. Wie konnte man im Prater seine Kraft messen?
7. Wie rettete Gretel ihrem Goldfisch das Leben?
8. Was tun die Leute in einem deutschen Theater, wenn ihnen der Vortrag des Künstlers nicht gefällt?
9. Welche Unterbrechungen hat Slezak im Zuge erlebt?
10. Wie macht man Reklame für einen Künstler in Amerika?
11. Welchen Unfall erlebte Madame Alda in der Oper?
12. Was war Slezaks Verhältnis zu Adolf Robinson?

B

Beantworten Sie auf deutsch folgende Fragen über:

(a) Goethes „Der Fischer“.

1. Beschreiben Sie den Schauplatz der Handlung.
2. Wer besucht den Fischer?
3. Welche Klage bringt sie gegen den Fischer?
4. Welche Kraft hat das Wasser über die Natur und über den Menschen?

(b) Goethes „Erlikönig“.

1. Warum ist der Vater hilflos dem Erlikönig gegenüber?
2. Nennen Sie zwei Freuden, die der Erlikönig dem Knaben verspricht, um ihn vom Vater wegzulocken.
3. Welches gemeinsame Element besitzt dieses Gedicht mit Goethes „Der Fischer“?

[OVER]

C

Von den auswendig gelernten Gedichten schreiben Sie :

1. Heines „Reise zieht durch mein Gemüt“.
2. Goethes „Wanderers Nachtlied“.

D

Ohne zu übersetzen, beantworten Sie auf deutsch die untenstehenden Fragen !

Anton stieg mit seinem Begleiter einige Treppen herunter, und Herr Jordan war im Begriff, an eine Thür anzuklopfen, als der Bewohner des Zimmers ihm entgegentrat, ein schöner, schlanker Mann von mäßiger Größe und einem Wesen, welches unserem Helden sehr imponierte. Er trug kurze Beinkleider und Stulpenstiefel, eine Fockemütze auf dem Kopf und eine Reitgerte in der Hand, die er immerfort schwenkte.

„Führen Sie Ihr junges Pferd schon an der Leine?“ sagte der Junker in den Stulpenstiefeln lächelnd zu dem Führer. Herr Jordan stellte sich feierlich auf und stellte vor: „Herr Wohlfahrt, der neue Lehrling, soeben angekommen, — Herr von Fink, Sohn der großen Firma Fink und Becker in Hamburg.“

„Erbe des größten Zuckervorrats der Welt und so weiter“, unterbrach ihn Herr von Fink nachlässig. „Jordan, geben Sie mir zehn Taler, ich will den Reitknecht bezahlen. Schreiben Sie's zu dem übrigen.“

Jordan holte bereitwillig einen Geldschein aus der Brieftasche und überreichte ihn Fink, der ihn zusammenknitterte und in die Westentasche steckte, worauf er mit einiger Höflichkeit sagte: „Wenn Sie mich besuchen wollen, wie ich aus dem festlichen Gesicht Ihres Begleiters merke, so bedauere ich, heute nicht zu Hause zu sein, ich will ein neues Pferd kaufen. Ihren Besuch nehme ich als geschehen an, ich danke Ihnen in aller Feierlichkeit dafür und gebe Ihnen meinen Segen zu Ihrem Eintritt.“ Er nickte gleichgültig mit dem Kopf und schritt flirrend die Stufen hinab und über die Steinplatten des Hofes.

Antons Behagen erlitt durch das kühle Benehmen des Herrn einen großen Stoß, und er dachte verschüchtert: wenn die anderen Herren vom Geschäft ebenso sind, so wird es mir sehr schwer werden, mit ihnen umzugehen. Auch Herr Jordan fand nötig, das auffallende Benehmen Finks zu erklären, und sagte mit vertraulicher Wichtigkeit: „Fink gehört nur halb in unser Geschäft; er ist erst seit kurzer Zeit hier, von seinem Vater aus Newyork gezogen und hierher versandt worden, um bei uns vernünftig zu werden.“

„Ist er denn nicht vernünftig?“ fragte Anton neugierig.

„Nur zu wild, liebt den Sport, ist aber sonst ein guter Gesellschafter“, sagte Herr Jordan.

1. Was ist Herr von Fink am Anfang der Episode im Begriff zu tun?
2. Was möchte Herr Jordan bei Herrn von Fink tun?
3. Warum muß Anton den Junker kennen lernen?
4. Beschreiben Sie das Benehmen des Herrn von Fink während der Episode.
5. Welchen Eindruck machte sein Benehmen auf Anton?
6. Welche Vorteile genießt der Junker in der Firma?
7. Zu welchem Zweck sind Anton und der Junker ins Geschäft eingetreten?

E

Geben Sie auf deutsch den Inhalt dieser Erzählung in ungefähr 85 Worten!

Der Sohn war ein seltsamer Knabe von vierzehn Jahren, welcher des Morgens lang im Bett lag, dann ein wenig in einem zerrissenen Geschichtsbuch las, und alle Abende auf den Berg lief, um dem Sonnenuntergang beizuwohnen, welches die einzige glänzende und pomphafte Begebenheit war, welche für ihn geschah.

Dann und wann, doch nur selten, beschrieb er ein Blatt Papier mit seltsamen Listen und Zahlen, welches er dann zu einem kleinen Bündel legte. In diesem Bündelchen befand sich hauptsächlich ein kleines Heft, aus einem zusammengefalteten Bogen Goldpapier gefertigt. Dieses Büchlein betrachtete er oft mit großer Befriedigung und trug neue Zeichnungen darin ein. Im übrigen war er ein eigensinniger und zum Schmollen geneigter Junge, welcher nie lachte und auf Gottes lieber Welt nichts tat oder lernte.

Seine Schwester war zwölf Jahre alt und ein bildschönes Kind mit langem und dickem braunem Haar, großen braunen Augen und der allerweißesten Hautfarbe. Dieses Mädchen war sanft und still, ließ sich vieles gefallen und murrte weit seltener als sein Bruder. Es besaß eine helle Stimme und sang gleich einer Nachtigall; doch obgleich es mit all diesem freundlicher und lieblicher war als der Knabe, so gab doch die Mutter diesem scheinbar den Vorzug und begünstigte ihn in seinem Wesen, weil sie Erbarmen mit ihm hatte, da er nichts lernen und es ihm wahrscheinlicher Weise einmal recht schlecht gehen konnte, während nach ihrer Ansicht das Mädchen nicht viel brauchte und schon deshalb unterkommen würde.

Department of Education, Ontario

August Examinations, 1947

UPPER SCHOOL (GRADE XIII)

GERMAN COMPOSITION

NOTE. *All numbers in the sentences are to be written in words.*

A

Übersetzen Sie ins Deutsche!

1. Can you take a walk before the bell rings?
2. Will you tell me, please, whether he is standing in front of the house?
3. It might help and it can do no harm.
4. I thought that my letter did not interest the teacher.
5. If you had seen the expression on her face, you would not have been surprised.
6. Probably she was twenty years old and he somewhat older.
7. This morning we were thinking of our German friends.
8. Must you play ball in this room all the time?
9. Something very interesting is going to happen soon.
10. We wouldn't have done that, even if it had been possible.

B

Übersetzen Sie ins Deutsche!

Herr Slezak was born on the 18th of August, 1873, and he always liked that season of the year best. His calling took him into the farthest corners of the world, but, except for the United States, he found travelling uninteresting. He had bought a summer home in South Germany, beside a lake, and only there was he entirely happy. Here he did not have to sing; in fact, he treated everyone icily, who even talked about singing. Here he could eat all he wanted, fish for hours at a time, and create in his garden his own small world, a little bit of Paradise. This was the real life, and the opera season was only an unpleasant interruption. But you all know what is wrong with any paradise: the people in it! In this case they were intolerable; as soon as they came near the lake, they began to yodel and bellow and whistle, until even Echo became utterly miserable and died for shame.

[OVER]

C

Schreiben Sie einen Aufsatz (ungefähr 100 Worte) über eines der folgenden Themen:

- (a) Ein Tag auf dem Lande.
- (b) Herr Slezak auf der Reise.

D

Gebrauchen Sie jedes der folgenden Wörter je einmal in einem Satz, der ihren Sinn deutlich angibt!

weg	spazieren	sonst
los	außwendig	außer
also	bloß	dabei
ebenso		

E

Schreiben Sie im Passiv!

1. Ein Freund hat mir erzählt, was alle Leute in der Stadt heute weiter erzählen.
2. Neulich hat Slezak in dem Opernhaus eine Oper gesungen. Kaum hatte er die Oper zu Ende gesungen, da brachte man die Prima Donna ins Krankenhaus.
3. Die Zeitungen werden den Kammerfänger wegen seiner Stimme loben.

F

Schreiben Sie im Imperfekt!

Seine Freunde ergreifen immer die Flucht, wenn sie Slezak sehen, weil er nur von seinen Kindern redet. Oder sie gehen ruhig weiter und hören ihn nicht an. Er bleibt verduzt zurück.

G

Gebrauchen Sie eine passende Form des Adjektivs in Klammern, wo nötig die des Komparativs oder des Superlativs!

1. Je (viel) ich die Sache erwäge, desto (gut) gefällt es mir.
2. Auf der Bühne war es (dunkel), aber im Zuschauerraum war es noch (dunkel).
3. Auch ein ganz (arm) Bursche kann zum (berühmt) Heldentenor der Welt werden.
4. Die Ferien habe ich viel (gern) als dreimal wöchentlich unter solch (traurig) Umständen den Bühnentod zu erleben.

H

Setzen Sie die richtige Form des Adjektivs vor jedes Hauptwort!

Ein nah — Verwandter riet mir, mich auf die lustigst — Weise zu rächen. Meine höflichst — Versuche hatten fehlgeschlagen. Ich legte also am Erst — des Monats meine neu — Lohengrinrüstung an und ging zur Hauswirtin. „Hochwohlgeboren — Zimmerfrau“, erklärte ich, „Sie bekommen von mir die Miete.“ Mit bebend — Stimme und weit aus den Höhlen tretend — Augen starrte sie mich an.

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION FIRST CLASS — INTERIM

SCIENCE AND AGRICULTURE

1. Show how you would study the following topics with a Grade II class :

- (a) naming the flowers in the school garden ;
- (b) finding out how wind helps people.

2. Outline the *subject matter* and the *method* of a lesson on *one* of the following topics :

- (a) how seeds travel (Grade III) ;
- (b) planting daffodil bulbs for indoor bloom (Grade VI) ;
- (c) fuel : kinds, burning, dangers, (Grade VIII).

3. Discuss the values of each of the following activities in the study of natural science :

- (a) growing plants in the classroom ;
- (b) establishing a balanced aquarium ;
- (c) keeping bird charts ;
- (d) conducting excursions to study wild plants.

4. (a) Describe a simple experimental method by which *one* of the following topics could be demonstrated to a Grade IX class :

- (i) air exerts pressure ;
- (ii) the pressure in water varies with the depth ;
- (iii) transpiration in green plants.

(b) Give the note-book record that a pupil might make of the demonstration lesson.

5. (a) Make a list of *five* unsatisfactory school-ground conditions.

[OVER]

(b) Indicate a method of securing improvements in *three* of the conditions named in your answer to (a), which might be effected by teacher and pupils, within a total expenditure of \$20.

6. Show how the work of the school garden may be correlated with

- (a) mathematics,
- (b) health,
- (c) English,
- (d) art.

7. Outline the *subject matter* to be studied in connection with *two* of the following topics :

- (a) apple scab : recognition, harm (Grade VII) ;
- (b) the beef type and the recognition of *two* beef breeds of cattle (Grade VIII) ;
- (c) the detection and correction of sour soil (Grade VIII) ;
- (d) the use of fertilizers (Grade VIII).

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION FIRST CLASS — INTERIM

MANUAL TRAINING AND HOME ECONOMICS

NOTE. *Candidates will write their answers to sections A and B in separate books.*

A

1. Illustrating your answer by means of specific examples, *two* for each subject, show how manual training and crafts may be correlated with

- (a) natural science,
- (b) social studies,
- (c) arithmetic,
- (d) health.

2. A Grade II class is confronted with the need of representing houses in a sandtable project on community life.

(a) Show how you would teach a lesson on the use of the 16 square fold in constructing a house.

(b) Draw a stretch-out plan of the house to be made, showing all folded, cut, and pasted parts.

3. (a) Name *three* woodwork projects suitable for a Grade VII class.

(b) Sketch a three-view drawing of an article that might be made in *one* of these projects.

(c) In conducting a lesson on the construction of the article sketched in your answer to (b), state the (i) aims, (ii) tools and materials required, (iii) skills to be developed, (iv) steps to be followed in painting.

[OVER]

4. With the aid of illustrations, outline a method of conducting *one* of the following projects :

- (a) making a salt and flour map (Grade VII) ;
- (b) making a notebook cover (Grade VIII) ;
- (c) making an article by weaving (Grade VII) ;
- (d) making a linoleum cut (Grade VIII).

B

5. "A study of the elementary principles of good nutrition has a value in the education of pupils of elementary school age."

(a) State *four* topics in nutrition suitable for study with a Grade VIII class.

(b) (i) Outline *five* points which should be emphasized in a lesson or a series of lessons on *one* of the topics named in your answer to (a).

(ii) Suggest suitable illustrative material to be used in teaching this topic.

6. Give *five* good housekeeping practices which a pupil should observe in connection with

- (a) the classroom,
- (b) his desk,
- (c) the school-lunch equipment.

7. A teacher has noticed that some pupils have holes in their woollen mittens and that others have overcoats from which buttons are missing.

With the aid of drawings, outline lessons, one for each, on mending these articles.

8. "The worthy use of leisure is recognized as an educational objective."

(a) Name a leisure-time occupation or hobby, related to the study of homemaking, which would arouse interest and provide training in the elementary school.

(b) Outline the procedure you would follow to introduce and carry out such an activity in your classroom.

(c) Make a list of the supplies and equipment required.

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION FIRST CLASS — INTERIM

SPEECH, READING, AND LITERATURE

1. "The purpose of speech training in the elementary school is to promote clear and accurate speech and to develop a pleasant voice."

(a) Outline *three* exercises or classroom activities you would use with a Grade III class to promote clear speech.

(b) Outline *two* methods you would use to help a child overcome a monotonous voice.

(c) The following words are commonly mispronounced: *just, catch, because, library, exquisite, perspiration, athletic, get, coming, wheel.*

For each word indicate (i) an incorrect pronunciation frequently heard, (ii) the correct pronunciation.

2. (a) Compose a blackboard reading exercise of at least six sentences suitable for use with a Grade I class about the end of October.

(b) Indicate your procedure in having the children read the exercise you have outlined in your answer to (a).

3. THE DAY OF HARVEST

At last the day of harvest arrived. Peter jumped out of bed and ran to the window. Bright sunlight flooded the prairie. No hail! He knew the crop was safe.

He sang as he harnessed the horses. He sang as he drove to the field. Even the horses seemed to feel the excitement in the air. As they hurried along, their hoofs seemed to say,

*The—wheat—is—safe.
The—wheat—is—safe.
The—wheat—is—safe.*

Peter's wagon was the first to draw up beside the combine. Other wagons followed. The men were already there. The combine started to move. Harvesting had begun.

Outline a method of studying this selection as an exercise in sight reading with a Grade IV class.

[OVER]

I know of a cradle, so wee and so blue,
 Where a baby is sleeping this morning,—do you?
 I think he is dreaming the dearest of things—
 Of songs and of sunshine, of tiny brown wings.
 I'll tell you a secret,—don't tell where you heard,—
 The cradle's an egg,—and the baby's a bird!

(a) What qualities in this poem make it attractive to little children?

(b) Describe your method of teaching the literature and memorization of this poem to a Grade II class.

5. Discuss the advantages and limitations of the following practices in teaching literature:

- (a) making reference to the life of the author in the preparatory step;
- (b) the oral reading of the selection by the teacher;
- (c) having the class read the selection silently and write answers to questions written on the blackboard;
- (d) studying the meanings of words.

6. I gazed upon the school-room into which he took me as the most forlorn and desolate place I had ever seen. I see it now. A long room, with three long rows of desks, and six of forms, and bristling all around with pegs for hats and slates. Scraps of old copy-books and exercises litter the dirty floor. Two miserable little white mice, left behind by their owner, are running up and down in a musty castle made of pasteboard and wire, looking in all the corners with their red eyes for anything to eat. A bird, in a cage very little bigger than himself, makes a mournful rattle now and then in hopping on his perch, two inches high, or dropping from it; but neither sings nor chirps. There is a strange unwholesome smell upon the room, like mildewed corduroys, sweet apples wanting air, and rotten books. There could not be more ink splashed about it, if it had been roofless from its first construction, and the skies had rained, snowed, hailed, and blown ink through the varying scenes of the year.

Charles Dickens—David Copperfield

Illustrating your answer by definite reference to the text, show how you would study this selection in a literature lesson with a Grade VII class.

7. (a) Discuss the study of a novel *or* a play in a Grade IX class as a means of developing appreciation of good literature.

(b) With definite references to a novel *or* a play which you consider suitable for use in Grade IX, show what means you would use to

- (i) maintain interest;
- (ii) deal with language difficulties;
- (iii) test the pupils on their knowledge of the plot.

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION

FIRST CLASS — INTERIM

GRAMMAR, COMPOSITION, AND SPELLING

1. (a) Outline a *first* lesson with a Grade VII class on *one* of the following topics :

- (i) subjective completion ;
- (ii) comparative and superlative forms of adjectives ;
- (iii) precision in the use of prepositions : e.g. in, into : on, upon.

(b) Outline a seatwork exercise to follow this lesson.

2. Give the questions you would ask a Grade VIII class with the answers you would accept in solving each of the following problems :

(a) *Happy children like to play.* Change to a complex sentence.

(b) *When you shake hands, always look the other person in the eye.* Change to a simple sentence.

(c) *He said that I did it.* Show the value of the dependent clause.

(d) *I have a dog which can do tricks.* Give the grammatical value of *which*.

3. "Willingness to converse can never be brought about by forcing or coaxing the child to talk."

(a) Suggest *three* devices which might be used to encourage a Grade I child to converse freely.

(b) Give *four* topics which Grade I children might like to discuss.

(c) Write *five* questions which you might ask Grade I pupils during an informal conversation on *one* topic given in your answer to (b).

[OVER]

4.

LAST HALLOWE'EN

I never had a better time than last Hallowe'en. Hallowe'en was on Thursday though I like it better when it comes on Friday because you can lie in bed next morning. Ned Wilson and I planned to go dressed up to the party at the town rink. The Kiwanians were putting it on. Ned had a suit his brother once owned and I was dressed like an Indian. Admission was free so we bought torpedoes before we got to the rink and pumpkin pie at the rink. The torpedoes sure made the girls jump. At 9.30 we all paraded. The judges both lived on our street, I never got no prize but Ned's costume was judged the best. He got a hunting knife, I sure wished that I had spent more time fixing up. But Ned's a good sport and will lend me his knife sometimes I think.

This composition was submitted by a Grade V pupil. With definite references to the paragraph, outline your procedure in conducting a class criticism so that

- (a) the pupils will appreciate the merits of the paragraph ;
- (b) the pupils will discover its weaknesses and learn how these may be improved.

5. The pupils of a Grade VII class have undertaken to write a one-act play based on an episode from Canadian history.

(a) Write the script which might be developed on the blackboard by teacher and pupils during a thirty-minute period.

(b) Show the part played by the teacher in developing the composition.

6. Outline a first lesson on *description* with a Grade VIII class.

7. (a) Outline the test-study-test method of teaching spelling in weekly units.

(b) Discuss (i) the advantages, (ii) the limitations, of this method.

(c) How should the spelling text be supplemented?

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION FIRST AND SECOND CLASS — INTERIM

MATHEMATICS

1. Outline a method of teaching

- (a) the count to six by ones (Kindergarten-primary) ;
- (b) the concept and symbol "thirteen" (Grade I) ;
- (c) Roman numerals (Grade II).

2. (a) "Multiplication is to be regarded as abbreviated addition." Show how a teacher may lead pupils to comprehend this principle in an introductory lesson on the multiplication of

- (i) one-digit multiplicands ;
- (ii) two-digit multiplicands.

(b) Illustrating your answer by means of examples of division in which 2 is used as the divisor, state the steps which a teacher might follow in developing with a Grade IV class that section in the Programme of Studies which deals with the division of dividends of one, two and three digits by one-digit divisors.

3. (a) Outline a first lesson on the measurement of area with a Grade VI class in a graded school.

(b) How might the teacher of a rural ungraded school employ the seatwork-recitation-seatwork method of instruction to teach this lesson ?

4. By means of a series of questions, coupled with the answers which might be expected, show how a teacher might assist pupils to overcome their difficulties in the following situations :

(a) Several pupils in a Grade VIII class gave \$60,750 as an answer to the following problem :

"A druggist found that his sales for 1946 were $112\frac{1}{2}\%$ of his sales for 1945. His sales for 1946 amounted to \$54,000. What was the amount of his sales for 1945 ?"

(b) During an exercise following an introductory lesson on the addition of fractions with a Grade V class, several pupils said, " $\frac{1}{4}$ and $\frac{1}{4}$ make $\frac{2}{8}$."

[OVER]

5. State and explain *two* probable causes for

(a) many pupils in a Grade V class in arithmetic being very inaccurate in their mechanical work ;

(b) many pupils in a Grade VI class disliking the subject of arithmetic ;

(c) many pupils in a Grade VII class confusing dollar and cent values in their calculations and in their answers ;

(d) a pupil in a Grade IV class asking, if he should multiply or divide in a particular question ;

(e) a pupil in a Grade VIII class who can usually arrive at correct answers to problems in arithmetic being unable to write understandable solutions.

6. A man buys a house for \$9600 and rents it for one year at \$64 a month. During the year he pays : taxes of 15 mills on the dollar on a \$6000 assessment ; insurance at $\frac{1}{4}\%$ per annum on a policy for $\frac{3}{4}$ the cost of the house ; water rates \$15 ; repairs \$69. What rate of interest does he make on the original cost of the house ?

(a) Solve this problem.

(b) A number of pupils in a Grade VIII class who experience no difficulty in solving problems dealing solely with taxation or with insurance or with interest are unable to solve this problem.

(i) State the nature of the difficulty which they encounter.

(ii) Show how you would lead them to discover a solution to this problem.

7. (a) Give *one* illustration from *either* arithmetic *or* geometry which would be helpful in explaining to a Grade IX class the meaning and the value of the expression (i) m^3 , (ii) $(a - b)^2$, (iii) $a(b + c)$, (iv) $-x$ (a negative number), (v) $-(-6)$.

(b) Illustrating your answer by references to a first lesson with a Grade IX class on the bisection of an angle, explain the meaning of the term *analytic-synthetic* method and show how this method may be employed in solving problems in geometry.

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION

FIRST AND SECOND CLASS — INTERIM

SOCIAL STUDIES

1. (a) In connection with a study of the general topic *Our Family*, with a Grade I class in an urban school, describe

- (i) *two* activities suitable for the class as a whole ;
- (ii) *four* group activities to be undertaken, one by each of four sections of the class.

(b) In the study of this topic, explain how provision might be made for developing

- (i) a clear understanding of family life ;
- (ii) desirable social attitudes ;
- (iii) factual information.

2. "The method of the enterprise is particularly appropriate to the social studies."

Describe a method of conducting an enterprise that is to be completed within four weeks on *one* of

- (a) *The Work of People in the Neighbourhood* (Grade II);
- (b) *Child Life in Holland* (Grade III).

3. (a) State *two* purposes of periodic reviews in the teaching of social studies.

(b) Describe a method of reviewing *one* of the following general topics :

- (i) *Getting Food from the Soil* (Grade IV);
- (ii) *Circumnavigating the Globe — Magellan, Drake* (Grade V);
- (iii) *The Work of the Canadian People — on the Farm* (Grade VII);
- (iv) *Freedom in Government — Alfred the Great to the Commonwealth Period* (Grade VIII).

4. Outline the *subject matter* and the *method* of a lesson with a Grade VII class on *Tourist Attractions in Ontario*.

[OVER]

5. Illustrating your answer by reference to specific topics, show how the programme in social studies may be used to foster

- (a) respect for private property ;
- (b) a spirit of co-operation ;
- (c) racial good-will.

6. (a) State characteristics, *three* for each, of topics in current events suitable for the following groups :

- (i) Grades IV, V and VI ;
- (ii) Grades VII and VIII.

(b) Illustrating your answer by reference to a topic of general interest and importance, outline a method of conducting the study of current events with Grades VII to IX inclusive in an ungraded school.

7. A teacher is planning, for a Grade IX class in an ungraded school, a *first* lesson on *one* of the following topics: The Spanish Armada; The Industrial Revolution; The Industries of Australia.

(a) State *four* seat-work problems to be answered prior to the recitation.

(b) Give an acceptable answer to *one* of the problems of your assignment.

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION FIRST AND SECOND CLASS — INTERIM

SCIENCE OF EDUCATION

1. Illustrating your answers by references to any lessons you have taught or observed, explain what is meant by

- (a) motivation ;
- (b) reconstruction of experience ;
- (c) pupil participation ;
- (d) organization of subject matter ;
- (e) application.

2. (a) Distinguish between particular knowledge and general knowledge.

(b) State lesson topics, two for each, in the teaching of which the main purpose is to

- (i) enlarge the store of particular knowledge ;
- (ii) develop general knowledge.

(c) Describe the essential features of (i) the inductive step, (ii) the deductive step, in an inductive-deductive lesson.

(d) State how, in teaching the inductive step of an inductive-deductive lesson, you would avoid *two* errors frequently made.

3. (a) Discuss the merits or defects of each of the following seatwork assignments :

(i) work the first four problems on last year's High School Entrance Examination (Mathematics, Grade VIII) ;

(ii) write a letter to a sporting goods company ordering baseball supplies (English Composition, Grade VI) ;

(iii) colour hectographed outlines according to directions (Primary Reading) ;

(iv) write each mistake in spelling fifty times (Spelling, Grade IV).

(b) Give *four* characteristics of desirable seatwork assignments.

[OVER]

4. (a) Define emotional instability.

(b) State *three* symptoms of emotional instability in pupils of elementary school age.

(c) Discuss remedial measures, one for each, that might be employed in dealing with a pupil who

- (i) assumes an attitude of indifference toward school work ;
- (ii) sulks after being reprimanded ;
- (iii) is given to bullying ;
- (iv) blames others for his mistakes.

5. (a) With the aid of examples in each case, explain

- (i) retardation and acceleration ;
- (ii) application lessons and appreciation lessons ;
- (iii) correlation of school subjects.

(b) Describe how you would lead pupils to become increasingly self-reliant in keeping note-book records as they progress through the grades.

6. (a) Outline the successive steps of a habit-forming lesson.

(b) Show how you would avoid *three* errors frequently made in teaching this type of lesson.

(c) With the aid of references to a topic in writing, outline a method of teaching a habit-forming lesson by the seatwork-recitation-seatwork method.

7. (a) Name *three* attributes of character which should be developed by pupils in a school operated in a democratic manner.

(b) State how the acquisition of the attributes given in your answer to (a) may be promoted by

- (i) the teacher's personality ;
- (ii) methods of instruction ;
- (iii) methods of discipline ;
- (iv) playground activities.

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION

FIRST AND SECOND CLASS — INTERIM

SCHOOL MANAGEMENT

NOTE. 1. *Candidates prepared in the University of Ottawa Normal School will answer questions 1 to 7 inclusive.*

2. *All other candidates will answer questions 2 to 8 inclusive.*

1. (a) State (i) *two* advantages, (ii) *two* limitations, of the parallel classification of pupils in schools attended by French-speaking and English-speaking pupils.

(b) What is the value of a bilingual vocabulary in the teaching of mathematics?

(c) State *two* ways of encouraging French-speaking pupils to use English in the Junior Red Cross meetings.

2. Discuss methods, *three* for each, which a teacher in an ungraded school might use

(a) to economize time;

(b) to supervise adequately the playground;

(c) to improve the caretaking;

(d) to promote punctuality in attendance.

3. Show how you would deal with each of the following situations:

(a) a pupil in Grade I speaks and understands a foreign language only;

(b) a pupil who has had rheumatic fever returns to school after an absence of two months;

(c) the board of trustees objects to the teacher commuting daily to her home eight miles distant;

(d) a parent sends a note to the teacher in which he complains of his child's lack of progress;

(e) a clever pupil who finds the work of his grade easy is frequently idle;

(f) the board of trustees is reluctant to purchase equipment which the teacher considers necessary.

[OVER]

4. During September the enrolment in a rural school was thirty and there were twenty-one legal teaching days. School was closed one day in order to repair the furnace. The following absences occurred during the month: one pupil who contracted measles was absent twenty days; four pupils missed two and a half days each to dig potatoes at home (no permit); one pupil was a truant for two days; one pupil remained at home on a religious holiday; one pupil, six years of age and living one mile from school, was absent two days owing to inclement weather.

(a) Using the above data, calculate (i) total lawful absences, (ii) total unlawful absences, (iii) actual aggregate, (iv) perfect aggregate, (v) average attendance.

(b) State *four* circumstances which would make perfect attendance irregular.

5. State, with reasons, whether you would attempt to maintain or discourage the following rules and practices which have been established in a school for several years:

(a) snowballs must not be thrown in the school yard;

(b) a pupil must secure permission to leave his seat;

(c) pupils who are late must remain in school half an hour after closing;

(d) pupils whose assignments for the day are correctly done will be dismissed fifteen minutes before closing;

(e) pupils who commit the same misdemeanour will receive the same punishment;

(f) no homework will be assigned to pupils in Grades I-IV.

6. State the provisions of the school law or regulations concerning

(a) the authority of a board of trustees regarding the suspension of a pupil;

(b) the duty of the teacher to hold fire drill;

(c) Arbor Day;

(d) the privilege of a pupil to retire from school at any hour;

(e) the duties of the caretaker with regard to (i) keeping the school clean, (ii) making the fires;

(f) time-tables;

(g) the circumstances which excuse a pupil of school age from any attendance at school.

7. (a) State *three* general principles which should be observed in making a day book for an ungraded school.

(b) Outline a typical afternoon programme for an ungraded school in which there are eight grades. Show the seatwork assignments.

8. (a) With reference to the Regulations under the Teaching Profession Act, state *three* types of conduct which are regarded as unprofessional.

(b) Discuss the benefits, *two* for each, which the teacher may derive from

- (i) participating in community activities ;
- (ii) taking part in pupils' games during intermissions ;
- (iii) visiting the homes of the pupils.

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION FIRST AND SECOND CLASS — INTERIM

ART, MUSIC, AND WRITING

NOTE: *Candidates will write their answers to sections A, B, and C in separate examination books.*

A

1. (a) State practices, *three* for each, in the teaching of art which tend (i) to discourage, (ii) to promote originality.

(b) The pupils of Grade VII have studied the maple tree during a natural science period. Show how you would conduct a subsequent art lesson, using the maple tree as a theme in such a way as to encourage originality.

2. (a) In a rural ungraded school, Grades I, II and III are combined for their work in art. State *five* types of group activities suitable for these pupils.

(b) Describe a method of conducting *one* of the group activities stated in your answer to (a) so as to develop desirable attitudes as well as skills.

3. Pupils in a Grade VIII class are engaged in the study of designing pattern units to cover plain textiles.

(a) Outline a preparatory lesson dealing with the principles of unity and variety in design.

(b) Name *two* techniques which the children might use.

(c) Describe these techniques with reference to tools, materials and special skills required.

B

4. Translate into whole notes on the staff in three different keys suitable for the voices of pupils in Grade IV the following:

(a) d m s' m f f m :

(b) s f m d l, t, d.

[OVER]

5. (a) Outline a procedure for classifying voices in Grade I.
- (b) What is meant by tone matching? Why is it important in Grade I?
- (c) Illustrating your answer by means of exercises in definite keys, state *five* remedial devices to develop tone matching with children in Grade I who sing out of tune.
6. (a) There are from three to five pupils in each of the eight grades of an ungraded rural school. How would you group the pupils by grades for instruction in music?
- (b) State *three* types of music assignments at which the other pupils of this school may be employed while the juniors are learning a rote song.
- (c) State probable reasons, one for each of the following conditions in this school:
- (i) certain pupils are unable to sing above third space of the treble staff;
 - (ii) lack of response to good songs;
 - (iii) sight singing ability below standard.
- (d) Suggest measures, one for each, to remedy the conditions stated in (c).

C

7. (a) State *four* advantages of using print writing in Grade I. *Use unjoined print writing in your answer.*
- (b) State *one* essential difference between joined print writing and round hand cursive writing. In what grade is joined print writing taught? In what grade is round hand cursive writing begun? *Use joined print writing in your answer to part (b).*
- (c) What difficulties may the pupil encounter in his first use of the pen? How can the teacher aid the pupil in overcoming these difficulties? *Use round hand cursive writing in your answer.*
- (d) In teaching cursive writing how would you deal with left-handed pupils? *Use slanted cursive writing in your answer.*

Department of Education, Ontario

JUNE, 1947

NORMAL SCHOOL PROFESSIONAL EXAMINATION FIRST AND SECOND CLASS — INTERIM

HEALTH AND PHYSICAL TRAINING

NOTE. *Candidates will write their answers to sections A and B in separate books.*

A

1. (a) What responsibilities for the daily health of pupils should be assumed by (i) the board of trustees, (ii) the medical officer of health ?

(b) Name health rules, *two* for each, the teacher should aim to develop in connection with

- (i) morning health inspection ;
- (ii) housekeeping in the schoolroom ;
- (iii) use of toilet facilities ;
- (iv) ventilation of the schoolroom ;
- (v) the noon-lunch period.

2. (a) Outline the subject matter for a *review* lesson on *one* of the following topics :

- (i) vitamins for good health (Grade VII) ;
- (ii) combustion in the body (Grade VIII) ;
- (iii) the digestive system (Grade VIII).

(b) Outline a method of teaching this lesson.

3. (a) Show how you would conduct a lesson on Care of the Ear with a Grade IV class.

(b) Write blackboard headings that could be used to guide the pupils in making a brief note on this lesson in their health work books.

(c) Make a labelled diagram for use with a Grade VII class in dealing with the topic, How the Ear Receives Sounds.

[OVER]

4. Show how you would deal with the following situations :

(a) a rash which might be a symptom of a communicable disease appears on a pupil's face ;

(b) a pupil in Grade II frequently goes to sleep in the early afternoon ;

(c) a pupil receives several stings from a wasp ;

(d) a crippled child in Grade VII dislikes school because he is sensitive about his disability ;

(e) the children of one family bring meagre school lunches ;

(f) a pupil in Grade VIII breaks his arm during a football game ;

(g) on a particular afternoon all the pupils appear drowsy.

B

5. (a) Discuss *four* ways in which organized games influence the social development of the child.

(b) State *three* characteristics of boys of the intermediate age group which would influence the choice of games for them.

(c) Describe in detail an outdoor game suitable for a class of Grade VI boys.

6. (a) Discuss the value of teaching rope rhythms to a Grade II class.

(b) Outline a group of skipping exercises suitable for senior pupils for a ten-minute exhibition at a school concert.

(c) Describe *three* relay games that might be played in the classroom of an ungraded school during a rainy intermission.

7. (a) State physical training exercises, *one* for each, which could be given for

(i) correction of flat feet ;

(ii) strengthening of leg muscles ;

(iii) improvement of posture in standing.

(b) State faults, *two* for each, frequently observed in the performance of the following exercises :

(i) arm circling ;

(ii) trunk bending sideways.

(c) Show how you would correct each of the faults named in your answer to (b).

Department of Education, Ontario

JUNE, 1947

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS UNIVERSITY OF OTTAWA NORMAL SCHOOL INTERIM

DICTION, LECTURE ET LITTERATURE

1. Montrez comment vous procéderiez pour habituer vos élèves à prononcer correctement chacun des mots suivants :

- (a) Canada, nager, canard ;
- (b) père, hiver, souper ;
- (c) tandis, jadis.

2. Vos élèves de première année doivent lire les phrases suivantes :

Qu'est-ce qu'il apporte ?

Qu'est-ce que c'est, Aline ?

Est-ce une poupée ?

Ce n'est pas une poupée.

(a) Décrivez au complet un exercice préparatoire qui habituerait les élèves à se servir oralement de ces expressions.

(b) Montrez comment vous enseignerez la lecture de ces phrases.

3. Discutez, à l'endroit de l'enseignement de la lecture en première année, la valeur de

- (a) la méthode globale,
- (b) la méthode syllabique,
- (c) la répétition,
- (d) la lecture supplémentaire.

4. LA MAISON S'ÉVEILLE

Une mouche, encore somnolente, traverse la chambre à l'aveuglette, se heurte au mur, bourdonne avec rage et se rendort.

Du fond de l'infini, un bruit régulier comme celui d'une horloge, plus marqué de seconde en seconde : un pas sur la route, le pas de l'ouvrier matinal ; des coups sourds, pesants et, par-dessous, le crépitement du gravier meurtri. Le pas approche ; dans un coin de la chambre, un objet attentif vibre délicatement, au rythme du marcheur. Puis le pas s'évanouit comme s'il avait tourné de l'autre côté du monde.

Qu'est-ce donc ? La nuit à son tour semble fissurée, blessée. Trois images bleues émergent des ténèbres. Les fenêtres ! L'aube ! L'aube !...

[TOURNEZ]

Un petit oiseau se met à chanter, tout seul, dans le marronnier.
Il est au sommet des ramures. Sa chanson, tout ébouriffée, tombe en étendant les ailes.

15 L'homme écoute, écoute. Son corps se rassemble autour de lui, comme l'équipe des tâcherons à l'appel du métayer. Présent! Présent!

Et, tout à coup, venue des entrailles de la maison, une petite voix humaine, nette, mélodieuse, dansante, prononce des mots que l'on ne comprend pas. Une autre voix lui répond, aussi faible, aussi pure,
20 aussi joyeuse. Les deux voix s'emmêlent, s'enroulent, s'enlacent, s'élancent. Cris, rires, chants! Toute la maison s'étire, gronde et fait le gros dos. Les enfants sont réveillés. Les enfants! Les enfants!

Victorieuse, la lumière se déverse dans l'âme, la lumière semblable aux eaux d'une cataracte.

25 Un jour à vivre!

— *Georges Duhamel.*

(a) Indiquez *trois* genres de difficultés que des élèves de *septième* année pourraient avoir à surmonter dans la lecture expressive de ce morceau.

(b) Écrivez les questions que vous poseriez et les réponses que vous accepteriez avant de faire lire oralement les lignes 9 à 16, pour vous assurer que les élèves les liraient avec expression.

(c) Indiquez les observations que vous pourriez faire aux élèves au sujet du ton et de la vitesse à respecter dans la lecture des lignes 17 à 22.

5.

Entre les branches dérangées,
J'ai vu le petit nid tout rond.
Ses oeufs roses sont trois dragées
Dont trois oiselets sortiront.

Ses trois coquilles si bien closes
Contiennent donc mille chansons,
Et dans les arbres, les buissons
Un jour chanteront les oeufs roses.

Je ne veux pas voler ces oeufs
Comme font tous ceux de mon âge ;
J'aime trop les oiseaux joyeux
Qui gazouillent dans le feuillage.

(a) En quelle année pourrait-on enseigner ce poème ?
Justifiez votre réponse.

(b) Dites comment vous amèneriez vos élèves à en apprécier les sentiments.

(c) Vous voulez confier ce poème à la mémoire des élèves. Dites comment vous procéderiez.

6. (a) Discutez, en rapport avec l'enseignement de la littérature, la valeur du groupement des morceaux autour d'un centre d'intérêt.

(b) Indiquez le rôle (i) du maître, (ii) des élèves, dans le choix des centres d'intérêt et dans celui des morceaux.

(c) Enumérez cinq centres d'intérêt que des élèves de *sixième* année pourraient choisir avec la collaboration du maître.

(d) Montrez, avec exemple à l'appui, comment le centre d'intérêt pourrait servir à enseigner la littérature en corrélation avec les autres branches de la langue.

7. Vous devez enseigner le poème ci-dessous à une classe de *huitième* année. Exposez votre méthode.

Elle avait pris ce pli . . .

Elle avait pris ce pli dans son âge enfantin
De venir dans ma chambre un peu chaque matin ;
Je l'attendais ainsi qu'un rayon qu'on espère ;
Elle entra, et disait : Bonjour, mon petit père.
Prenait ma plume, ouvrait mes livres, s'asseyait
Sur mon lit, dérangeait mes papiers, et riait,
Puis soudain s'en allait comme un oiseau qui passe.
Alors, je reprenais, la tête un peu moins lasse,
Mon oeuvre interrompue, et, tout en écrivant,
Parmi mes manuscrits je rencontrais souvent
Quelque arabesque folle et qu'elle avait tracée
Et mainte page blanche entre ses mains froissée
Où, je ne sais comment, venaient mes plus doux vers.
Elle aimait Dieu, les fleurs, les astres, les prés verts,

Et c'était un esprit avant d'être une femme.
Son regard reflétait la clarté de son âme.
Elle me consultait sur tout à tous moments.
Oh ! que de soirs d'hiver radieux et charmants
Passés à raisonner langue, histoire et grammaire,
Mes quatre enfants groupés sur mes genoux, leur mère
Tout près, quelques amis causant au coin du feu !
J'appelais cette vie être content de peu !
Et dire qu'elle est morte ! Hélas ! que Dieu m'assiste !
Je n'étais jamais gai quand je la sentais triste ;
J'étais morne au milieu du bal le plus joyeux
Si j'avais, en partant, vu quelque ombre en ses yeux.

Department of Education, Ontario

JUNE, 1947

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS UNIVERSITY OF OTTAWA NORMAL SCHOOL INTERIM

SPEECH, READING, AND LITERATURE

1. French-speaking pupils, in learning oral English, experience difficulty in producing the following vowel sounds:

o as in *hot*;

i as in *river*;

ou as in *found*.

(a) Give examples of the vowel sounds which are commonly substituted for the above letter values by French-speaking pupils.

(b) Describe the measures you would take to secure accuracy in the pupils' utterance of these three vowels.

2. "The problem of teaching French-speaking pupils to read English becomes relatively easy if certain conditions are fulfilled."

(a) State *three* conditions which help French-speaking pupils to undertake the reading of English successfully.

(b) Write the subject matter for a blackboard lesson in English reading with a class of beginners and indicate a method of teaching the lesson.

3. Discuss the values and the limitations of each of the following practices:

(a) oral reading of literature selections by the teacher;

(b) choral reading by the class;

(c) imitative reading by a pupil;

(d) audience reading by pupils.

4. The snowflakes are falling
 By ones and by twos.
 There is snow on my jacket
 And snow on my shoes;
 There is snow on the bushes
 And snow on the trees,
 It's snowing on everything
 Now, if you please.

(a) State the value of simple rhythmic verse as a form of literature in junior French-speaking classes.

(b) Illustrate the points given in your answer to (a) by outlining your procedure in conducting a lesson on the above selection with pupils in Grade IV.

[OVER]

5. An errand boy was often sent by his master to carry presents to Dean Swift. The Dean would send a message of thanks to the master, but never gave the boy anything.

One day the boy carried a big fish to the Dean, which his master had caught in fishing. Pushing open the door of the Dean's study, he said rudely : " My master sends you a fish."

"That is not the way to come in," said the Dean. "Sit down, and I will show you how to behave."

The boy sat down, and the Dean, going outside, knocked at the door, bowed, and said : " My master, Sir, presents his compliments to you and begs you to accept this fish."

"Indeed," cried the boy, "then give your master my best thanks, and here's half-a-crown for yourself." The Dean smiled and took the hint.

—*Carl Heath.*

Illustrating your answer by definite reference to the text, show how you would study this selection in a literature lesson with a Grade VII class.

6. ABOU BEN ADHEM

Abou Ben Adhem (may his tribe increase !)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold ;
And to the Presence in the room he said,
“ What writest thou ? ” — The vision raised its head,
And, with a look made of all sweet accord,
Answered, “ The names of those who love the Lord.”
“ And is mine one ? ” said Abou. “ Nay, not so,”
Replied the angel. Abou spoke more low,
But cheerily still ; and said, “ I pray thee, then,
Write me as one that loves his fellow men.”
The angel wrote and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed,
And lo ! Ben Adhem’s name led all the rest.

(a) How would you introduce the study of this poem with a Grade VIII class?

(b) Write out *six* main questions which you would ask with the answers you would accept in the course of the lesson.

7. (a) Name a novel *or* a play which you consider suitable for study by a Grade IX class of French-speaking pupils. Give reasons for your choice.

(b) Show, by direct references to the novel *or* the play named in your answer to (a), how you would lead the pupils to discover and appreciate its important features.

Department of Education, Ontario

JUNE, 1947

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS
UNIVERSITY OF OTTAWA NORMAL SCHOOL
INTERIM

COMPOSITION, GRAMMAIRE ET ORTHOGRAPHE

1. “L’enfant éprouve un besoin irrésistible d’extérioriser ses idées, ses sentiments, ses impressions. Il cherche à donner une forme concrète à tout ce qu’il pense ou ressent.”

(a) Montrez que ce désir d’expression chez l’enfant est l’auxiliaire le plus précieux du maître pour atteindre le but de l’enseignement de la composition.

(b) Exposez, en citant des exemples, *trois* moyens d’éveiller ou de maintenir ce désir d’expression chez les élèves de *première* année.

(c) Discutez, à propos de votre réponse à la question (b), la valeur de la correction par le maître des fautes de langage commises par les élèves.

2. (a) Quelles connaissances doivent posséder les élèves avant qu’on les initie à la composition écrite ? Pourquoi ?

(b) Vous voulez enseigner à vos élèves de *troisième* année à rédiger une lettre.

(i) Citez *cinq* occasions favorables dont vous pourriez vous servir pour introduire l’enseignement de la lettre.

(ii) Écrivez la matière de la leçon que vous donneriez à l’une de ces occasions.

(iii) Comment procéderiez-vous pour enseigner à adresser une enveloppe.

3. (a) Montrez comment vous procéderiez pour obtenir d’élèves de *sixième* année un paragraphe sur l’un des sujets suivants :

[TOURNEZ]

- (i) Mes premiers skis.
- (ii) Champlain baptise les chutes Rideau.
- (iii) L'animal que je préfère.

(b) Rédigez un paragraphe que vous accepteriez d'un élève de cette classe.

4. (a) Discutez les avantages et les désavantages de chacun des procédés de correction ci-dessous, selon qu'on les emploie en *troisième* année ou en *huitième* année :

(i) souligner les fautes seulement et faire récrire la composition ;

(ii) corriger les fautes à l'encre rouge et faire transcrire le travail ;

(iii) signaler les fautes en indiquant, par un symbole dans la marge, le genre de corrections à faire.

(b) Vous trouverez sur la feuille ci-jointe, fournie par l'examineur, la composition non corrigée d'un élève de *huitième* année :

(i) Indiquez sur la feuille tout ce que l'élève verrait sur sa copie lorsque vous la lui remettiez.

(ii) Justifiez votre *évaluation* de la composition et votre *procédé* de correction.

5. (a) Donnez *six* notions grammaticales qu'un élève devrait posséder avant d'entrer en *cinquième* année.

(b) Indiquez, avec exemples à l'appui, le procédé à suivre dans l'enseignement d'une de ces notions.

6. Vous voulez enseigner à des élèves de *huitième* année une leçon de grammaire sur

les divers compléments du verbe

ou

la distinction entre le participe présent et l'adjectif verbal.

(a) Montrez comment vous pourriez procéder.

(b) Indiquez *trois* genres d'exercices d'application, qui pourraient faire suite à cette leçon, et donnez *un* exemple de chaque genre.

7. Quand ma grand'tante me permettait d'aller dans son jardin, elle ne manquait pas de me recommander, en grossissant sa voix : "Surtout ne touche pas aux framboises, je les ai comptées !" Au bout de cinq minutes de promenade, je ne résistais plus à la tentation et, pour m'encourager, je répétais en lorgnant les framboises : "C'est impossible que la tante Thérèse ait pu les compter toutes." J'en mangeais quatre ou cinq, puis,

après avoir bien joué, je m'en revenais d'un air innocent vers la chambre de ma grand'tante, sans me douter que le parfum du fruit défendu était resté sur mes lèvres. "N'as-tu touché à rien?" Et comme je jurais que non: "Approche, souffle." Je m'exécutais. Alors elle levait le doigt, et, roulant de gros yeux: "Tu as mangé des framboises!" Je me voyais honteusement forcé de confesser ma faute; aussi je n'étais pas éloigné de la croire un peu sorcière.

(a) Montrez comment vous vous serviriez du texte ci-dessus comme dictée à première vue en *huitième* année.

(b) En vous servant du même texte pour enseigner l'orthographe en *septième* année, montrez l'usage que vous en feriez quant à

- (i) l'orthographe d'usage ;
- (ii) l'orthographe grammaticale.

Department of Education, Ontario

JUNE, 1947

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS UNIVERSITY OF OTTAWA NORMAL SCHOOL INTERIM

GRAMMAR, COMPOSITION, AND SPELLING

1. At last the beggar thinks that the pouch will never be empty and that it does not make much difference whether he shares his food with others. One day, a poor man whom he meets on the road asks for something to eat, as he has had no food for several days. As soon as the beggar refuses the man's request, instantly the pouch disappears.

Outline a lesson in clausal analysis based on this extract (Grade VIII).

2. Show how you would lead the pupils of a Grade VII class to select the proper word in each of the following sentences :

(a) (Who, whom) are you talking about ?

(b) (Who, whom) did you say won the prize ?

(c) The butter had turned so (bad, badly) that I could not eat it.

(d) The man for (which, whom) I worked was very kind.

3. The following subject matter is prescribed for the twenty-fifth unit (weekly assignment) in English conversation with a class of beginners :

Nouns — Parts of a house — roof, chimney, verandah, steps, room, hall, kitchen, dining-room, living-room, stairway, upstairs, downstairs, bedroom, library, bathroom, attic.

Place words — Inside, outside, up, down, above, into, out of, below, around, along, the front, the back, the top, the bottom, the side.

Verbs — Cook, eat, sleep, wash, read, enter.

(a) Arrange this material in a sufficient number of individual lessons to cover the week's assignment.

[OVER]

(b) Outline a method of conducting *one* of the lessons indicated in your answer to (a).

4. "The French-speaking pupil's success in assimilating the English idiom is largely dependent on the regular and systematic use of English in school subjects and activities besides those constituting the formal branches of English."

Discuss this statement and illustrate your answer by reference to various school situations.

5. The pupils of a Grade VII class have undertaken to write a one-act play based on an episode from Canadian history.

(a) Write the script which might be developed on the blackboard by teacher and pupils during a thirty-minute period.

(b) Show the part played by the teacher in developing the composition.

6. A Grade VIII class is to write a composition on *A summer cottage in winter* OR *How to spend a rainy Saturday*. Select *one* of the topics and show how the teacher might help the pupils

(a) organize material ;

(b) use appropriate words and phrases ;

(c) criticize their written work.

7. The following dictation is to be written by a Grade V class of French-speaking pupils :

A lion was sleeping in a forest. A mouse, not knowing where it was going, ran over the beast's nose and wakened him.

The lion caught the frightened mouse under his great paw and was about to eat it when the mouse cried : "Please, Mr. Lion, let me go ! Some day I may be able to help you."

The big lion laughed at the thought that a tiny mouse could ever help him, but he let the mouse go.

(a) Name *three* kinds of spelling mistakes which French-speaking pupils are likely to make in writing the above passage.

(b) Describe (i) the preventive measures, (ii) the remedial treatment, which you would employ with respect to each type of error mentioned in your answer to (a).

Department of Education, Ontario

JULY, 1947

ELEMENTARY SCHOOL INSPECTORS' EXAMINATION

1. (a) Give the substance of the Public Schools Act relating to
 - (i) religious instruction ;
 - (ii) the formation of a township school area in an organized township ;
 - (iii) qualifications of a rural school trustee.
- (b) Outline
 - (i) the plan you would follow in inspecting an elementary school of twelve classrooms ;
 - (ii) the steps you would take as an inspector to promote the training of teachers in service.
2. (a) (i) State the purpose of teaching science in the elementary school.
 - (ii) In relation to your statement in (i) discuss the differences and likenesses you would expect to find in the science programmes of three elementary schools located respectively in Toronto, Sudbury, and the vicinity of St. Catharines.
- (b) (i) "One important aim of the teacher of arithmetic is to develop in the child confidence in his ability to use numbers". Discuss this quotation illustrating your answer by references to the teaching of arithmetic in Grade I and in Grade VIII.
 - (ii) State in order of development five topics for a series of lessons with a Grade VII class which is beginning the study of multiplication of decimals.

[OVER]

3. (a) State the purpose of teaching social studies in the elementary school.

(b) In relation to the statement made in your answer to (a) comment on

- (i) the provision of an authorized text-book for pupils ;
- (ii) the provision of an authorized manual for teachers ;
- (iii) the use of films ;
- (iv) the use of objective tests ;
- (v) the enterprise.

(c) Owing to the scarcity of teachers, a rural board of trustees finds it necessary to engage on a letter of permission the services of a Grade XIII student who has received no professional training. During your first visit to the school early in September what advice would you give the teacher concerning

- (i) a programme in primary reading for a class of three beginners ;
- (ii) the procedure to be followed in teaching spelling throughout the several grades ;
- (iii) the teaching of composition in Grade VIII.

4. (a) "Not before the upper grades of the elementary school should there begin a distinct division of learning into separate subjects".

Discuss the position taken by the author of this quotation.

(b) As a means of affording adequate educational opportunity to superior children, discuss the merits of (i) segregated classes, (ii) accelerated promotion, (iii) provision of an enriched curriculum.

